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MARCH 1961

# Camping Magazine



Camper Guidance — ACA Monograph

PAGE 21

The Future of Camping

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Plan to Meet Your Campers' Food Needs

PAGE 50

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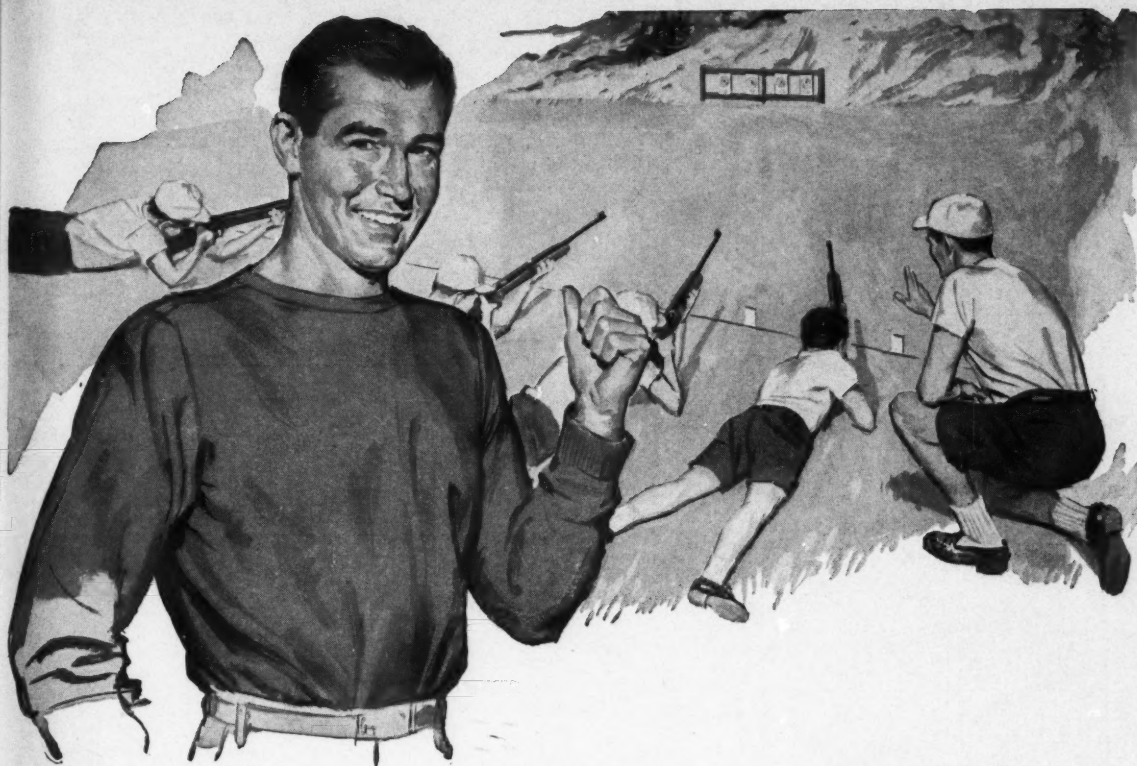
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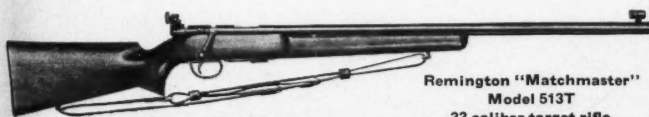
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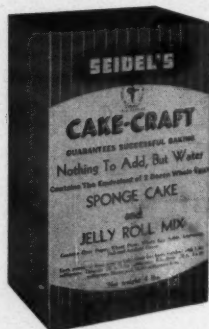
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# Camping Magazine

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## Camping Magazine

### LETTERS FROM READERS

#### Camp Oakhurst's Sponsor

The director of Camp Oakhurst, about which camp my article in the January 1961 issue ("Open Horizons") was written, has asked if it would be possible to identify in your next issue the social agency which sponsors the camp. Camp Oakhurst is just one of the services to the handicapped offered by the New York Service for Orthopedically Handicapped.

Louise A. Frey  
School of Social Work  
Boston University

#### Award-itis!

Camper's thoughts will soon be turning toward the sun and loads of fun! The camper will be sitting very impatiently in the classroom and somehow arithmetic and spelling will seem unadventurous. The last day of school unbelievably arrives. Report cards are distributed and now relaxation. Camp time is here, no worries, no homework, no marks; this is vacation time.

How many of us camp directors, program directors, unit heads, and counselors really set our thinking toward making this a summer of fun for the camper without oversteering in our programs the need for campers to compete for awards. When we sit down to plan the program do we always keep in mind the vacationing camper? Certainly all of us in this wonderful field always try to do our best in making the summer an enjoyable one—perhaps we try too hard and stress a competitive type of program. Unfortunately, some camps will boast of the number of awards and trophies distributed during the camping period. Still more unfortunate is the special treatment given in the presentation of these awards.

Too often the counseling staff be-

comes overly-involved in "egging-on" campers to compete. How much better it would be if during the staff meetings and training session there could be more discussions on this whole business of competition. The staff could be more effective if they truly understood the meaning of competition and more important what it means to be the camper who "must" compete.

What has happened to the camping of yesteryear when it was just fun to play ball, go canoeing, camp out, sing, learn arts and crafts—without awards or trophies? Should we give awards and trophies for things a camper is normally expected to do? Or will there come a time in camping when a camper will not participate unless they know "what's in it for me?"

Let us try to put more emphasis on the camper giving rather than receiving! I feel certain that the camper can go through a summer without any awards and still gain a great deal. As soon as we, as competent camp people learn to give more thought to what a camper expects from camp without competitive pressure, we will do a better job.

Several camp people may be of the opinion that there is no wrong in making these "special presentations" to outstanding campers since this competition is something they will have to cope with sooner or later. Why not later?

Certainly a word of praise or gesture of encouragement is always in order. Let's "reward" the camper with good programming, instead of "awarding" him with something material. The camper will surely remember the wonderful summer at camp without the special award or trophy on the wall or mantle.

Manuel Desnet, Director  
Green Valley Day Camp  
Chicago, Ill.

### BOOKS FOR CAMPING

THIS LAND OF OURS, by Alice Harvey Hubbard, The Macmillan Co., 60 5th Ave., New York 11. 1960. \$4.95.

A book of practical suggestions for conservation projects to save forests and water supplies.

MANAGING THE YMCA CAMP, by John A. Ledlie, Association Press, 291 Broadway, New York 7. 1961. \$4.95.

A revision of the out-of-print *Handbook of YMCA Camp Adminis-*

tration. While published primarily for YMCA camps, its information and experience will be of interest to other camping people.

**HOW TO MAKE ATHLETIC EQUIPMENT**, by Joel Carter, The Ronald Press Co., 15 E. 26th St., New York 10. 1960. \$6.75.

Detailed designs, with lists of necessary tools and materials and step-by-step directions, for constructing facilities used in team and individual sports.

**THE WEB OF NATURE**, by Ted S. Pettit, Doubleday & Co., Garden City Books, 575 Madison Ave., New York 22. 1960. \$2.95.

A fine story of wildlife communities and conservation for readers of 10 to 12 years.

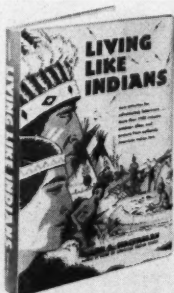
**THE TRUE BOOK OF ANIMAL HOMES**, by Illa Podendorf, Childrens Press, Jackson Blvd. and Racine Ave., Chicago 7. 1960. \$2.00.

Excellent introduction to nature lore for the very young reader.

**LIVING LIKE INDIANS**, by Allan Macfarlan, Association Press, 291 Broadway, New York 7. 1961. \$6.95.

Written for all who plan and direct the recreation and instruction of youth, this book provides a handbook for leaders and young would-be braves and a guide for outdoorsmen—campers, boating enthusiasts, fishermen, naturalists and nature lovers.

It offers insight into how the North American Indians lived, worked and



played. In the descriptions of activities, the learning of skills is followed by their application, based on Indian techniques. These activities tend to develop quick thought and action, self-assurance, control, concentration, co-ordination, desirable daring, dexterity, fair play and unselfishness.

*Living Like Indians* is based on the author's personal experience among Indians and information given him by Indian chiefs, medicine men and shamans.

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# The FUTURE of Camping

By C. Walton Johnson

What do children require of thee, O Summer Camp, but to teach them to understand and love nature, to understand and love each other, and to understand and love their Creator.

**T**HE NEXT DECADE, in all probability, will witness such changes in organized summer camps for children as to determine the course of camping for the next 50 years. Summer camps will surely continue to operate, but whether the superficial demands of a superficial age will result in a radical change in the program structure and objectives of summer camps should be of deep concern to camp directors and to parents who appreciate the deeper meanings of a camp experience for a child.

Change is the order of the day in this rapidly changing world. The *direction* of this change is a matter of vital importance to camp directors when the basic objectives of camps are concerned. Fortunately, camps have been true to the fundamental concepts of good camping passed on to us by the pioneers of the movement to preserve a heritage of good camping. Just as freedom must be safeguarded by eternal vigilance, so must this heritage of good camping. The direction of change we would welcome is toward consolidating and integrating the best ideas, practices and concepts that have grown out of our past experience.

The more discerning leaders of the camping movement are concerned with the guidance the camping movement will need in the future. This guidance should stem from sound conclusions as to the course camping should take.

At this juncture of the ways camping may take, it is highly important to note that two of three possible ways will lead camping away from its distinctive and unique mission. If this should happen, then the summer camp would lose its integrity, and thereafter it would play a diminishing role in the service of children and youth. The third way, if followed, would lead camping into a more complete commitment to its distinctive and unique mission.

The first of the courses camps will be tempted to follow is:

To become identified with and try to compete with the latest programs and devices for the entertainment and amusement of children.

This would be courting failure, because the summer camp cannot compete successfully with motion pictures, television, athletic leagues, golf, bowling and amusement parks for the entertainment and amusement of children. The entertainment and amusement of children are only secondary obligations of the summer camp. Camp directors should repeatedly ask themselves three questions:

What is real camping?

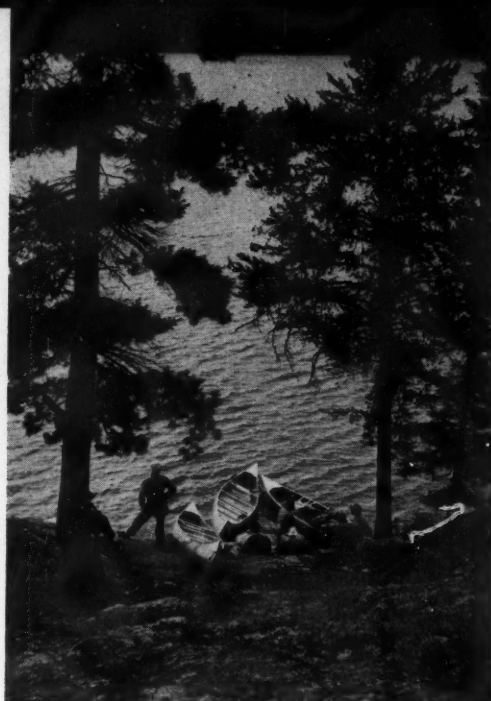
What is the primary purpose of the summer camp?

How best can this purpose be accomplished?

Some camps are in danger of losing sight of their real mission in their effort to attract campers with the latest forms of entertainment and with the most up-to-date devices for amusement. There is, I feel, no legitimate place in the summer camp for bowling alleys, golf courses, skating rinks, Trampolines, table tennis, motion pictures (except a few on nature, conservation, exploration, etc.), inter-camp athletic contests, minstrel shows and plays that have no relationship to the out-of-doors or to camp life.

These activities are all good and have a legitimate place in other types of programs, but they are not camping and do not belong in a summer camp program. Time, money and leadership spent on these activities can be spent much more wisely on woodcraft, hiking, nature lore, Indian lore, camp-fires, music, water sports, canoe trips, intelligent guidance and wisely conducted worship programs. Some camps have proven that these activities can, with competent leadership, be made more interesting, more enjoyable and infinitely more beneficial to campers than the aforementioned activities. No person, not even a child, can have fun or a good time for an extended period of time if his primary needs as a human being are not being met. These primary needs are not for entertainment and recreation.

The true test of the value of a



—photo from Fred G. Shroeder

summer camp is the extent to which the camp achieves such intangibles as: respect for personality, a sense of honesty and fair play, improvement of personality, growth of character, moral convictions, spiritual insights and a true sense of values.

Perhaps the greatest contribution a camp can make to the lives of children is to give them a true sense of values. A man's sense of values determines his motivations, his philosophy, his happiness, his usefulness and his greatness. A man's sense of values is a measure of his stature as a man.

Camp must do something so vitally important for children that parents will be convinced that an athletic league, a new boat, a new horse, a swimming pool, or week-end trips to seashore or nearby lake, will not take the place of a camp for them. Parents, however, will not be convinced of any unusual and vitally important value of the summer camp if they discover that camps are featuring the same entertainment and amusement activities they can give their children in the city and on their trips.

### **Fun-plus Program**

The summer camp must do more than entertain and amuse children. The camp program must be more than recreation. It should be recreation-plus and fun-plus. The program should also be nature-oriented and child-centered. The summer camp should deal with fundamentals in child development.

The good summer camp, by the very nature of its isolated, outdoor setting, its democratic organization, its controlled environment and its dedicated leadership is uniquely and highly competent to meet some of the basic needs of children and youth more adequately than they are being met by any other agency or institution.

This trek to the out-of-doors which the automobile has made possible, and which attractive recreational facilities, both public and commercial, have encouraged until it is becoming an obsession, must be reckoned with by summer camps. Camps must provide a more important program for children than these outdoor excursions and facilities can provide.

The second course camps will be tempted to follow is:

To become involved with the obsession, created by the Russian sputnik, of the "imperative" necessity of scientific education and begin tutoring on a grand scale and offering complete summer school courses for those who feel the urge to continue their formal education during the summer.

This course would convert camps into semi-summer-schools with a growing tendency to become institutionalized pseudo-camps with almost a complete loss of integrity. Camps do not have to teach school texts to be educational. Camping is education, at least for life — for living at one's best. And is not that, in the final analysis, the ultimate purpose of all education?

The entire program of a wisely conducted camp is mentally stimulating. Teachers have often found that boys and girls who attend summer camps return to school in the fall with more mental alertness and a keener interest in their studies.

There are, of course, some students who fail courses which they must pass in order to move up to the next grade. Summer schools, in school buildings, with teachers qualified for each subject taught offer the best opportunities for such text-book work.

The power of the summer camp to arouse in boys and girls the ambition to be finer persons and, as a corollary, better students is one of camping's intangible values.

The third course camps should be inspired, rather than tempted, to follow is:

To become, even more completely divorced from the amusement-type programs and summer school affiliations, and become more truly outdoor institutions with a program indigenous to and interpretive of the outdoor setting and based on the social, moral and spiritual needs of children. Making possible a camp experience for a child that will improve his personality and character is not easy, but that is what a camp should do.

This is the course of action which will preserve the integrity of the summer camp. The integrity of the summer camp may be defined as: being true to its fundamental objectives and its real mission.

### **Contribution to Health**

Even though the fundamental purpose of the summer camp is to increase a child's knowledge and love of the out-of-doors and give him a sense of social, moral and spiritual values, the good summer camp, by the very nature of its healthful, outdoor location, its observance of health regulations and good hygiene, will contribute importantly to a child's health and physical growth. A wisely directed camp will also contribute greatly to a child's mental health and intellectual growth.

The summer camp that is true to its mission, even though it eschews modern devices for entertaining and

amusing children, will not lack, even to a slight degree, the entertainment and fun children need. Their need for both is great.

The leaders of the camping movement can preserve the integrity of the summer camp and lay the foundation for a glorious future for camping if a majority of both private and organization camps proceed promptly to meet the basic needs of children and youth. To do this, we must first determine what are the basic needs of children that can be met by the summer camp.

There are five basic needs of children which the summer camp is uniquely and highly competent to meet.

### **I. An Appreciation and Love of Nature and Out-of-doors Living**

Young children are creatures of nature. They are not at home inside of a house or inside of a city. What a shame to take a nature-hungry, tired-of-the-city child into the woods environment of a camp and fill his time, dull his imagination and sap his enthusiasm with the same kind of activities and regimented life he has had in the city!

Every child needs the soul-enrichment and the true sense of values that come from an appreciation and love of nature and from life in the out-of-doors. Nature exemplifies integrity. No child ever learned to lie, to steal or to deceive from nature. Indeed, nature tends to predispose a child to be good and to live in harmony with others and with God.

William Gould Vinal reminds us of the great depth of meaning that nature has for children:

"The serenity of nature surely belongs to little children. It is the child's birthright. If he does not acquire the depth-of-the-woods habit now he will never have it. He must have the opportunity to stretch out his hands to feel the rocks, to touch the trees, to run the rich, dark humus through his fingers. . . He must give heed to the rustle of leaves and gain satisfaction at the sound of his own axe. He must see the glittering stars from a quiet meadow or mountain top far removed from the lights of the city. . . The serenities of nature should be stored in childhood. . . Then, if ever, must be born an understanding with the hills. . ."

Campers have revealed through their letters how much it means to them to have this great need in their lives met through camping.

"I think the greatest contribution camp has made to my life is the appreciation of the wonderful out-of-

doors. Now, I really love the out-of-doors and know how to appreciate it—something I shall always remember from my summers in camp."

What a comfort during hours of perplexity and disappointment to have happy memories of high moments in our childhood come flooding into our minds! What an anxiety-releasing experience it is for a harried executive or professional man to be able to conjure up visions of camp fires on a lakeshore, of shooting rapids in a canoe, of viewing the world from the top of a mountain!

What a prescription for sanity!

Memories of such blessed contact with nature through camping will linger long and inspiring after a camper forgets who knocked the home run or who made the best score in golf or what were the plots of the movie films he saw in camp as a boy.

How few the years and how short the days for such beneficent childhood experiences! As camp leaders we must continually ask ourselves: What are we doing for children that will have meaning for them at 50, at 60; yes, at three score and ten?

## II. A Sense of Social Values

There can be no true democracy without a sense of social responsibility. There can be no adequate sense of social responsibility until there is an understanding and acceptance of the conscience-piercing implication of the question: "Am I my brother's keeper?"—a profound insight hurled down the corridors of time by the author of Genesis. Camps, by the very nature of their democratic organization and respect for personality and characteristics of campers, can meet to a marked degree this need of children for a sense of social values.

Living close to nature inspires a love of all living things and a sense of brotherhood with all men. Just as all nature is the handiwork of God, so all men are His children and, therefore, brothers.

A camper writes movingly of his camping experience:

"We had reverently ascended the path to the council ring as usual; the massive, hand-hewn log seats were the same and so were the tall, slender poplars that stood silently around us as if listening to every word. The campers and counselors, however, were the same in name only, for in the course of the camp season the experience and enjoyment of camp life had so enriched and uplifted each individual, that he was now a new man. The spirit of brotherhood and friendship which we had enjoyed brought

us even closer together for this final fellowship."

## III. A Sense of Moral Values

The philosophy of materialism, whether in a communist or capitalist society, is a great deterrent to a sense of moral values. A philosophy that rationalizes unethical behavior, even immoral conduct, makes it difficult for youth to form strong moral convictions. Youth needs to *know* that moral law is inexorable and cannot be violated with impunity; that honesty is a principle, not a policy; that might does not make right.

The following quotation from a camper's letter reveals that children and youth can be given a sense of moral values through camping.

"This dedication service helped us, and I am sure I speak for the entire group as well as for myself, to form more definite and unyielding convictions against dishonesty, immorality, smoking, drinking, gambling, and any other vices that might tempt us. It gave us a chance to think through each of these and to form firm, clear-cut convictions."

## IV. A Sense of Spiritual Values

"As the hart panteth after the water brooks, so panteth my soul after thee, O God."



—photo from Camp Nebagamon

*"Memories of such blessed contact with nature through camping will linger long and inspiringly . . ."*

David, in this Psalm, has given poetic expression to that eternal thirsting of the soul of man after God. The souls of the youth of today have this same yearning, and it is the sacred privilege of the summer camp to give them a revelation of spiritual values.

Any sense of moral values lacks depth and meaning unless supported by a sense of spiritual values. There can be no true sense of spiritual values until there is an awareness, though incomplete, of a Supreme Being and Creator.

One boy expressed his awareness of God acquired in camp in the following quotation from his letter.

"One thing I learned at camp is that none of those things can be done without God's help and guidance. We must put our life in His hands and let Him help us. The only way we can grow into manhood with these essentials of good character is through spiritual help, for if we are not with God, we are alone, and we are nothing."

## V. The Need to Be Useful

Service is a law of life. No life can be fully satisfying without fulfilling the law of service. Disinterested service is an antidote for selfishness. Every person needs the encouragement that comes from being useful, from knowing that he is needed, that he is fulfilling his mission. All of us need the



—photo from Camp Northern Pines

*"The summer camp should provide for children and youth an essential part of the education, guidance and inspiration . . ."*

confidence and the self-respect that comes from knowing that we are carrying our weight as a member of society.

The good summer camp is unsurpassed in its power to instill in youth a spirit of service. Camps create a desire to be of service when they give boys and girls a greater sense of social, moral and spiritual values.

Nature gives lavishly to those who love her. Children who grow up with nature in a summer camp are inspired to respond to the needs of others. One camp which has been built by campers is a good illustration of how older boys will respond to an opportunity to be of service to others. Each summer for the past ten years these boys have constructed buildings and equipment which they themselves would never use. For example, one summer while a tent was being used for cooking and eating they finished the day before camp closed a kitchen, a dining hall, a chimney and a sanitary system with showers. The boys who constructed the dining hall ate only three meals in it, those who poured the concrete for the showers took only one shower, those who built the beautiful, stone chimney enjoyed only one fire. Each of these important structures was finished the day before the close of the season during which they were built. The boys, in each case, were building for those who would follow them.

These are the established needs of children which camping can and should meet. An attempt to meet lesser needs will leave these basic needs

unmet. Summer camps in the past have tended too much to be everything to every child. Some camp programs include too many activities. But it is even more tragic to give major emphasis to the less essential activities.

In the light of recent developments in the fields of education, recreation and amusements, it is possible to see more clearly and to define more accurately the mission of the summer camp. *The summer camp should provide for children and youth an essential part of the education, guidance and inspiration they need to enable them to live at their best, and to become the finest and most useful persons they are capable of being.*

Let us not think of summer camp as a sports arena, nor as a safe place to put children for the summer, nor as a substitute for summer school, nor as a place for a child to acquire new skills. The summer camp can be, and often is, all of these, but it is vastly more than these. Camp is fun and frolic, and the acquisition of many skills, but the incalculable value of a good camp is a better understanding and a greater love of nature, of man and of God.

The responsibility involved in the operation of a summer camp should not be taken lightly. A camp director is dealing with plastic minds and impressionable souls in a controlled environment 24 hours a day. The responsibility is staggering, the opportunity matchless. A worthy purpose, a sincere motive and a life dedicated to the service of youth should be the per-

sonal qualifications of any man or woman who would choose camping as a life work.

Camping has played a significant as well as a distinctive role in the informal education of American youth. Camping has made a place for itself in our American life as a recognized and accepted child-serving movement. Moreover, camping is on the eve of becoming an integrated, professional service of an informal nature for children and youth.

How unfortunate for the youth of America, and for camping, if the current craze for light entertainment and amusements should divert the attention of parents from the intangible values and the deeper meanings of the summer camp experience!

How tragic if camp directors should, in this hour of confusion and uncertainty, lose faith in the summer camp as an educational medium for inculcating in youth a true sense of values, and should seek to comply with the popular demand for superficial entertainment and amusement!

The more thoughtful parents will continue to want, and almost surely to desire even more earnestly, the summer camp that is true to its integrity and real mission. The hour calls for courage and faith in a program that meets fundamental needs. The lesser needs are already being abundantly met by other agencies that are not equipped or designed to meet the fundamental needs of children and youth.

### Insure the Future

The Future of Camping? Camping is rapidly approaching a parting of the ways. The kind of future camping will have will depend upon:

(1) Whether its dominant leadership will be opportunistic and controlled by short-sighted, expedient policies having little regard for basic, long-range objectives.

(2) Or, whether there will be an inspired and confident leadership with an awareness that the role of camping is unique and distinctive but limited; that the purpose of camping is to deal with basic needs that do not change and have no place for expedient programs or an opportunistic approach; that nature is always with us and can be used as a resource for meeting the needs of children, and for encouraging those moral and spiritual concepts that underpin character.

The best way to insure the future of camping is to develop a camping leadership with integrity, clear insights and a sound philosophy of camping and of life.



—photo from YMCA Camp Lockwood

# Guide to Equip Your Camp's Trip Program

**By Abbott T. Fenn**  
*Associate Director*

*Keewaydin Camps, Vermont*

**Y**OUR CAMPERS are undoubtedly eager to take overnight campouts. They love the adventure of the woods. And you — the camp director — know how camping trips can boost morale.

Once you have developed a good trip program for your camp you will never give it up. And it may be easier to develop than you think. To begin with, the equipment need not be expensive. You probably can buy a complete set of top-quality equipment for \$100. It is our purpose here to outline a plan for you to do this.

Usually the best type of tripping to start on is hiking. In many areas of the country, hiking devotees have developed mountain trails and built permanent shelters along them. Thanks to these people you are well on your way to a hiking trip program.

As to hiking equipment, first we will have to agree on the size of the trip groups. A trip should be as small as possible, but, of course, it isn't possible to make it as small as one might prefer. Eight campers, with two leaders, is for most ages, in our experience, an optimum camp trip number. Arbitrarily, the following equip-

ment list is for groups of 10 people:

Packboards	\$37.50
First Aid Kit, Waterproof,	
about 9" x 13" x 2½"	10.95
First Aid Book	.50
Snake Bite Kit	1.95
Halazone Tablets	.35
2 Axes, about 2¼ to 3 lb.,	
about 26" handle, with	
rehandling kit	12.30
Sharpening Stone	2.10
File, bastard, 6"	.60
Trench Shovel	.75
Nest of Cook Pots, with 4	
cups and plates, fry pan	12.00
Cups and Plates for 6	
more, aluminum	2.35
Reflector Oven, 20" wide,	
folding	5.50
Baking Tray to fit	
reflector oven	1.00
Knives, Forks, Spoons	
for 10	6.75
Can Opener	.35
Cooking Spoon, at least	
15" long	1.90
2 pr. Work Gloves,	
leather palm	3.00
	<hr/>
	\$99.85

We have tried to find latest prices but make no promises.

We listed packboards, but many hikers prefer Army-style rucksacks.

On a packboard, gear is carried in a duffel bag which is tied to the packboard. If your campers don't have duffel bags, rucksacks may be handier for you. Packboards, however, carry a heavier load more comfortably. This is because the packboard keeps all hard corners in your gear away from your back and because the tug of the shoulder straps can be lessened by shifting the load high on the packboard. We recommend them at least for the leaders. In either case, the main thing, as in all this business, is to get good quality.

Be sure to get a first aid kit that is waterproof and large enough. Don't allow individual first aid kits, because you want your trip leader to take personal direct responsibility for the application of all medicines. Your camp doctor or nurse should periodically review the contents of your kit. There are, to go with the kit, a number of excellent, handy, paperbound first aid books, and this is definitely a must item. If there is any possible danger of poisonous snakes, a snakebite kit should also be included. Don't send along anti-venom serum, as there is a danger of fatal allergy to the serum, which cannot be handled in the field by your leaders. Send just the kit with knife, suction bulb, and tourniquet — and a knowledge of

what to do with them. Where there is any uncertainty about the potability of water, every trip should carry a bottle of halazone tablets. *Be sure they are fresh*, as they lose their potency with time.

Get the largest nest of cooking pots you can find, and even that will often seem too small. And we also recommend that you look for a nest with wire bail rather than detachable handles. Detachable handles were devised to make pots nest more easily, but the handles, when in a summer camp, have a way of detaching themselves completely into another world.

Trippers can get along without a reflector baker, but the pleasure of a trip is so enhanced by the baking of breads, meats, cakes, and pies, the reflector is so easy to operate, it is so light, and the cost is so small, that every trip should include one. Get a folding model — one at least 20" wide.

### Aluminum Recommended

To save carrying weight use aluminum plates and cups. Plastic cups are also light, and not as hot to the lips as aluminum, but they are expensive, and cups are easily lost. The director's wife can provide money-saving plates by keeping the light aluminum plates that come with many store-bought pies and TV dinners. They are not as easy to clean nor as durable as those in regular equipment, but they are free. Don't use enamelware — it chips and is, therefore, dangerous for either cups or plates.

For cooking, anything less than a 15-inch spoon is uncomfortable to stir with over an open fire. An all-metal spoon has the advantage that the end of the handle can be bent over as a pot lifter. The work gloves you buy should have leather palms. Those handling the hot pots and pans will bless you for paying the little extra.

In selecting a pair of axes, remember that, except with older and more experienced campers, your staff will be doing the chopping. Do not compromise on the length of the handle. With a handle less than about 26" a man is more apt to swing short and make kindling of his leg. Some men will prefer heavier and some lighter heads. Of course, you will want a sharpening stone, and a small bastard file does a good job on big nicks.

A shovel is indispensable for sanitary and tidy camping, and the folding trench shovel, usually obtainable from Army Surplus stores, is light, compact, and versatile.

We have purposely not included in the check list minor expendable supplies like matches, dish towels, and maps. We are assuming you will have a competent trip leader who will remember them. If you don't have a competent trip leader, we would suggest you forget about equipping a trip program. He is the horse before which you shouldn't put this particular cart.

### Canoe Trip Equipment

Like the American Indian, the modern American camper often prefers traveling in a canoe to traveling on foot. Considerably more planning is necessary, however, before a camp director should embark on a program of canoe tripping.

If, however, you have a qualified canoe trip leader and instructor, you are willing to give sufficient emphasis in your in-camp program to camper training, and your canoes are suitable for the waters of your itineraries, then the rest of the equipping is not too difficult or expensive.

You can use the entire list of equipment recommended for the hiking program. Even the packboards will be needed if you do any portaging — and who doesn't? They will carry everything, including the canoes. In addition you will need the following:

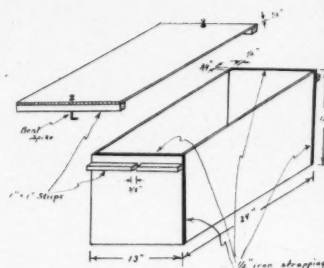
3 Baker Lean-To Tents, without poles, 7' x 7'	\$55.50
Tarp, about 12' x 14'	13.65
2 Auto Top Ski Racks	15.00
5 Food Boxes (Home Made)	—
1 Kitchen Gear Box (Home Made)	—
100' Clothes Line	1.50
1 Pail, galvanized, about 8 qt.	1.00
Canoe Glue (Ambroid)	.25
	<hr/> \$86.90

While we didn't include any tenting for hiking trips, because we hike where there are prepared shelters, you will, in most areas, need tents for canoe trips. Certainly pup tents are cheaper than such tents as the Baker Lean-To. You can outfit your trip with pup tents for about \$20. But on the first all-day rain you'll wish you had Bakers. There is room in a Baker to live comfortably. We'll like a tent 10 feet across the front because it means we can get by with two tents instead of three. This simplifies the tent-pitching problems considerably. If you trip in country with trees, you won't need to take along poles for your Baker. Just tie the ridge ropes to a couple of trees and

cut the necessary stakes for the other guy lines as you go along.

A large tarp is more than a luxury for canoe tripping. Tied up as a roof over the cooking area it can make a difference when the difference counts for a lot. It can help get that hot meal quickly into the cold, wet campers. No matter what the weather, there will be a good fire and a good meal.

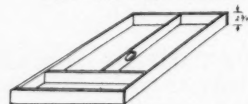
To carry food and kitchen gear there is nothing as neat and orderly as a light box. You will probably have to make it at your own camp. We have found the box pictured serviceable for us over the years. A feature is that the boxes can be arranged



The WAGMAN or Trip Box

design above is for carrying food

for kitchen gear, use a box 2" wider, 4" higher with a removable tray like that below, supported on 1/2" x 1" strip at each end



as a barricade to the cooking area, with wooden lids spread between them as work tables. If your trip is going to be out more than a week, you may want more than the five food boxes in the list. It pays to use thin wood — either marine plywood or boards planed down to 3/8" thickness — to save weight.

The rope listed will have a million purposes. The canoe glue, which can be ordered by the dozen tubes directly from the Ambroid Co., Box 30, Weymouth, Mass. will, with a piece of dish towel, patch holes in a canvas canoe. It is much harder, but aluminum canoes can also be patched temporarily the same way. The galvanized pail will make a good, large cook pot.

Few camps are so lucky that they can start and end their canoe trips at the home campsite. Two canoes can be carried on a ski rack on top of an ordinary car. With two cars you can carry enough canoes for 10 people, with three in two canoes.

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—photo from Camp Conrad Welser

# Conservation

## Activities Can Contribute to Camp Program

### When Selected and Used Wisely

**C**ONSERVATION has become a popular word in our country in recent years. Recognizing the valuable role that camping can play in this field, many camp directors have incorporated into their programs activities which they term conservation projects. What sort of activities have been classed as conservation by camp directors? Are these activities worthwhile from the standpoint of conservation? Are they feasible for campers to accomplish in a summer camp situation? In conducting a recent thesis study in connection with the ACA Conservation in Camping Project, it was my problem to determine answers to the latter two questions.

Replies from 613 camps were available from a previous study indicating what conservation projects camp directors felt were successful in ACA member camps throughout the United States. These were classified in two ways: by the areas in the field of conservation which they covered and by the method used — direct approach, indirect approach or development of an understanding and appreciation.

The classified lists were then submitted to a jury of experts in the fields of conservation and camping

for their opinions as far as the two major questions of worthwhileness and feasibility were concerned. Ratings of high, medium or low were asked for on each point. What were the results? Space permits only the listing of those activities given a high rating in both criteria and those considered to be low in both.

High-rated activities undertaken to promote an understanding and appreciation of a particular area of conservation:

Conducting "Let Live" campaign — snakes, hawks, nesting birds.

Conducting nature hikes in ecological areas.

Constructing a nature trail with challenging captions — having a nature center as the starting point.

Providing a demonstration area and exhibits for campers, parents and visitors in the woods.

Going on special hikes — sunrise, sunset, star, etc.

Conducting projects to restore the scenic beauty of a site.

Studying and forecasting the weather — maintaining a weather station.

Using films or slides from conservation, forestry and park departments, natural history museums, etc.

Discouraging (forbidding) disfigurement of rocks or trees in the woods.

Establishing a meditation spot or natural chapel in the woods.

Emphasizing inclusion of stewardship of the natural world in chapel or devotional services and periods.

Writing on nature and conservation for camp newspaper or other purpose.

Learning conduct and observing proper procedures in the use of public and private property.

Taking trips to special areas of scenic beauty.

Studying the geology of the camp area — identifying rocks and minerals.

Conducting field trips and discussion sessions to learn about soil judging — physical properties, land class, conservation practices needed and the soil's best use.

Taking trips to local farms to see erosion control practices — contour plowing, strip cropping, crop rotation, diversion ditches, use of manure and fertilizer on the land.

Identifying wild flowers in the field.

Identifying plants — "What's It?" board.

Discouraging collection of plants in favor of field study.

Learning about tree growth through study of cross sections.

Surveying the camp areas to see how trees help — shade, homes for wildlife, retainer of soil and moisture.

Taking a tree census on the camp land or a portion of it for number and kinds of species.

Taking trips to special forestry areas—state forests, experimental stations, cut-over areas.

Using forestry department films on fire safety.

Identifying animal tracks.

Discouraging the removal of small animals from camp.

Taking bird hikes.

Studying the ecological value of hawks and owls.

Taking trips to bird areas—banding station, game farms, sanctuaries.

Having an aquarium display of water life in the camp area.

Studying insects in relation to tree damage.

Studying the ecology of the camp area—the wildlife in relation to the different land and water areas.

Conducting wildlife field trips to survey the camp area for wildlife winter foods.

These activities represent 40% of all those reported in this category.

Low-rated activities undertaken to promote understanding of a particular area of conservation:

Trapping and studying predatory animals.

Borrowing stuffed animals from the museum for the summer for display purposes.

Maintaining a fish hatchery on camp property.

These activities represent 3% of all those reported in this category.

High-rated activities undertaken as direct conservation projects:

Making safe log steps at stream banks.

Constructing proper trails to prevent erosion.

Giving city children the opportunity to participate in farm activities.

Establishing of a fire patrol.

Learning when and how to report a fire in camp.

Removing fire hazards from camp area.

Planting food and cover for wildlife.

Establishing a wildlife sanctuary on camp land.

These activities represent 11% of all those reported in this category.

Low-rated activities undertaken as direct conservation projects:

Draining swamp areas for planting.

Transplanting trees from a dense

to an open area.

Conducting a special 4th of July tree planting ceremony.

Adopting a tree for care by a camper during the time he is in camp.

Assisting in a logging operation.

Removing of poor wood and burning of ground litter to encourage re-seeding—under the direction of forestry department.

Treatment of individual trees — grafts, scar treatment, girdling, trimming, barbed wire removal.

Making pets of wild animals found in the camp area.

Raising of young birds for release.

These activities represent 12% of all those reported in this category.

High-rated activities undertaken as indirect conservation activities:

Selecting and establishing an over-night campsite.

Choosing a site for a council ring and improving its conservation.

Cleaning up trail campsites left in poor condition whenever found.

Establishing a conservation plan for a new campsite area in all aspects—fireplaces, trails, garbage disposal, sanitation, etc.

Using native materials for crafts—what to take and what to leave.

Encouraging of good conservation practices in outpost camping.

Establishing correct sanitary arrangements in a campsite to prevent water supply pollution.

Teaching of conservation in the gathering of native materials for crafts or decorations.

Learning the proper selection and use of wood for campcraft purposes.

Using thinned branches and cut trees for some purpose rather than discarding them.

Learning the proper selection of wood materials for craft work.

These activities represent 48% of all those reported in this category.

There were no activities reported as indirect conservation activities which were given a low rating in both criteria.

The evaluation of these conservation activities indicated several significant findings. Among the activities actually being carried on in camps, those which contributed to an understanding and appreciation of conservation and those in which conservation was taught as an indirect learning far outnumbered the direct conservation projects in receiving a high rating in both criteria. This may be due to several factors as reflected by comments made on the rating sheets.

First of all, certain projects, to be successful, need the assistance of trained technicians in forestry or soil

or wildlife management and these individuals are not usually available to summer camps.

Secondly, the time of the year in which a project is done affects the value of that project. Although most camps reported tree planting, this activity is felt to be a poor choice for summer camp programming in most areas of the country. Those camps readily accessible to their campers during the spring months can have very successful tree planting events at that time and, moreover, give campers a sense of proprietorship in the camp so that they wish to return year after year to see the progress their plantings have made.

A third reason for the relatively large number of direct conservation projects rated low in both criteria is that the promotion of activities which create unnatural situations in the developing or maintaining of natural resources in the camp area was felt to be undesirable. A project which disturbs the balance of nature in order to protect one specie is not necessarily a worthwhile conservation activity. Moreover, campers who occupy the camp site for only two months out of 12 should not set up an artificial situation which, even though it might be desirable, could not be maintained over the remaining part of the year.

### Teach Conservation

It is evident from these opinions that experts in the field of conservation and camping feel the most valuable contribution to conservation the summer camp can make is the development of a conservation consciousness within the camper. Teaching him that conservation is a way of life, a point of view, which affects all our actions in the out-of-doors is vastly more important than a short-term project. It is valuable, perhaps, to have the campers get their hands directly involved in an activity concerning the soil, water, forests or wildlife, but let us take care that these activities are correct ones and correctly carried out.

We Americans have a priceless heritage in our natural resources. Let us, as camp leaders, strive to teach our campers to take care of this heritage for the millions of other campers who are to follow. In stressing those activities in which an understanding and appreciation of our natural resources is developed we will create in campers a desire to protect and conserve these resources. And only as we bring conservation as a way of life into all areas in the camp program will we develop within each one a conservation consciousness—the most worthwhile result of all.

## ACA NEWS OF THE MONTH

### ACA Board, Committees Plan Future Services, Activities

By Hugh W. Ransom  
Executive Director, ACA

This is the time of year for "stock-taking" and determining priorities and emphases for ACA in 1961. In preparation for the recent ACA Board of Directors Meeting, held February 20-22 at Des Moines in conjunction with the Region V Convention, all National Standing and Special Committees of ACA reported on their work during the past two years and outlined a two-year work plan for 1961 and 1962. These reports provide an excellent basis for looking at accomplishments and making decisions for the next several years.

We need more members, especially Camp Members. The National Park Survey revealed there are 7,000 camps not members of ACA. Many can qualify now under ACA Standards. Other can work toward it. In order to be the "voice of camping" and to obtain needed funds for services and tools to offer "good camping," many more ACA Camp Members are needed. And this is not just for financial support. We need to see ACA membership in terms of responsibilities and obligations to camping

in general as well as benefits for our own camping interest.

No extensive elaboration is needed on the ACA Standards Program, for I am sure that what has already been established has been accepted by ACA members. However, Standards are not static and must be revised upward and supported by more interpretive material, including criteria for phases of camp program, such as archery, riflery, boating and sanitation.

Some Standards need to become mandatory, and it is time for ACA to take such action; our Standards Committee is at work on this now.

Some camps should be rejected from membership, even though they meet the basic score requirement of 75%, until they meet the real intent of the ACA definition of organized camping. It is time, too, for us to list in our Directory only camps that meet ACA Standards.

It is appropriate now to correlate Resident, Day, Family and Travel Camping Standards into one set of Standards, which would be adaptable to all types of camping.

Much has been accomplished by our Public Relations Committee, but a great deal more interpretation of

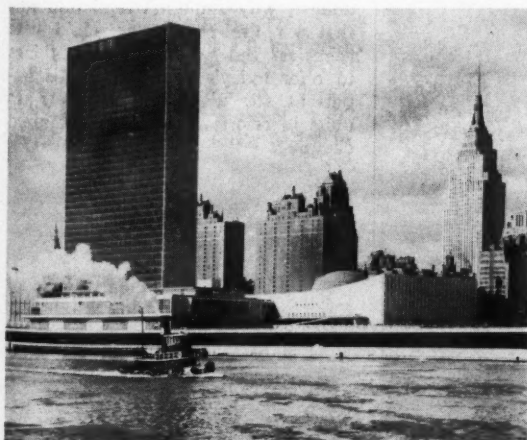
camping values and Standards is needed. ACA members need to know more about their organization through newsletters, articles in Camping Magazine, interpretation at Section meetings, Regional and National Convention programs. Also needed is more public interpretation of ACA and organized camping through national magazines, radio, television, filmstrips, movies and recordings.

There has been sufficient discussion about a 12-month school year to warrant ACA developing a pamphlet on the subject. We need to emphasize camping's contribution to education, rather than try to combat or duplicate formal education programs.

An extensive Leadership Program is underway and ready to move ahead when the new Assistant Director joins the National Staff. Important projects to undertake are certifying camp directors; developing director workshops; giving help in establishing more college camping courses and improving many now offered; developing a program of training nature and conservation counselors; establishing a scholarship fund for persons to major in camp leadership.

We should not demand qualified teachers, doctors, agency executives for our children and youth 10 months of the year, and be satisfied with young, immature leaders in our camps during the summer. We need to base camp capacity on number of available trained leaders rather than on facilities or income.

Gradually literature, consultants and guidance in Campsite Develop-



### 1962 NATIONAL CONVENTION AMERICAN CAMPING ASSOCIATION STATLER-HILTON HOTEL, NEW YORK

Headquarters: New York Section ACA Office  
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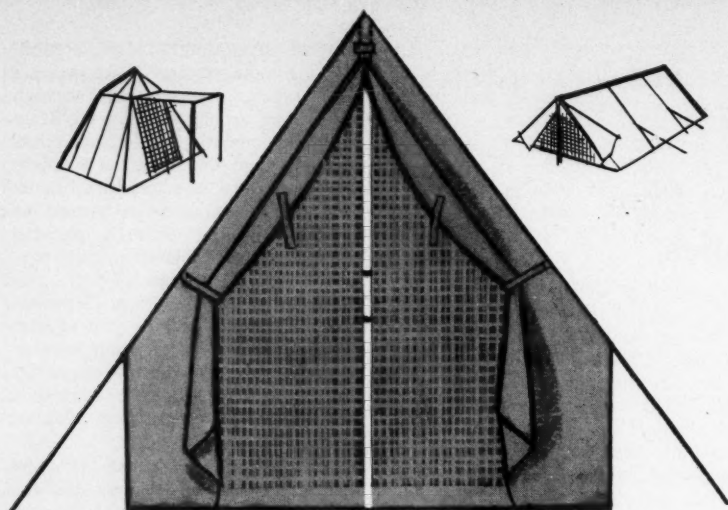
### RESERVE THE DATES

**MARCH 6-10, 1962**

The New York Section of the American Camping Association, as host to this important Convention, invites you to attend. Participants will be from all areas of camping education — camp directors, educators, leaders in recreation, and those who work in related fields.

The Convention promises to be one of the most challenging — the most rewarding — we have ever held. The program will highlight vital issues in camping.

Professional camp people exert an influence in the educational and recreational life of their communities out of all proportion to their numbers. Join with us to make this a rewarding and stimulating Convention.



## Check FULTON first for finest TENT values!

- ✓ **WIDER SELECTIONS!** Choose from 25 ready-to-pitch models, or let Fulton custom-make to your specifications. Fulton Tents fill every camping need.
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ment and Conservation are becoming evident. There is great need for more attention in these areas. Organized camping in many cases is drifting away from "real" camping and its major purposes. Facilities are elaborate and resort-like, in many instances. Some camps resemble communities because they are so centralized and permanent rather than simple, rustic and natural. It will be a happy day for organized camping when all camps emphasize unique contributions to life values by offering good campcraft and nature programs, with simple, rustic facilities.

It is imperative that each camp, organization or agency take a studied look at its camp property and facilities. Look 25 to 50 years ahead. Camps are rapidly being surrounded by communities in many areas, and many camps do not begin to maintain a good ratio of acreage to campers. It is estimated that by 1980 we will need nearly to double our present number of organized camps.

An increasing number of legislative situations confront camp directors and Sections. Fortunately, through collective and concerted efforts, much adverse legislation has been averted. There is urgent need for Sections to cooperate in creating positive legislation and for all camping groups to unite in its support. ACA needs to give serious consideration to financing legal service when confronted by new or adverse legislation.

Another need is to establish a definition of organized camping that differentiates camps from motels, resorts, etc. If we don't offer something unique, why shouldn't legislation rule that we are resorts or child care agencies? But we *have* unique things to offer today's youth, and it is important for all camp directors to unite in efforts to improve organized camping.

Space does not permit discussion of many other committees in ACA that are addressing attention to areas that need study, development or improvement. A look at the list of National Committees in the January issue of Camping Magazine indicates the broad scope of activities and concerns ACA is working on, through qualified and dedicated leaders.

We have many concerns and responsibilities. No one group can meet them alone. It takes all of us working together to provide the best camping programs possible. Progress is always the result of work of people who are dissatisfied with existing conditions. Let us be dissatisfied about important concerns and do something about them—together.

## Wilderness Bill Needs Camping's Support

By Abbott Fenn  
Keewaydin Camps

There will be an opportunity this year for all camp people to make citizens' contributions to the future well-being of camping. A bill due to come before Congress needs our support. This is the Wilderness Bill, designed to establish a national wilderness preservation system.

Camp people know the importance of preserving America's wilderness and will recognize that now is the time to act to preserve it from the crowding of our burgeoning population.

In essence the Wilderness Bill is a set of rules for the Secretaries of Interior and Agriculture to insure that the wilderness character of certain areas of National Forests and Parks, National Wildlife Refuges and Game Ranges will always be preserved.

Opposition to the Bill from powerful lobbies that want to develop the natural resources of these areas should not be underestimated. We who are interested in conservation are powerful if we make ourselves heard. And the way to be heard is to write our opinions to both the Senate and House of Representatives. Write Senator Clinton P. Anderson. His Wilderness Bill in the 87th Congress is S. 174. And write Representative John P. Saylor who introduced the Bill in the House as H.R. 12951. It will also help to write our own Senators and Representatives at the Senate and House Office Buildings, Washington 25, D. C.

### Camp Realty Group Formed in New England

A unique real estate service to be known as the New England Camp Realty Association has been formed under direction of Chester F. Horne of Sanbornville, N. H. Mr. Horne, a well-known realtor in the region, is an expert in camp property and an active member of the New England Camping Association.

Executive Secretary and coordinator for the Association will be Mrs. Barbara Learoyd, nationally known leader in the camping field. Mrs. Learoyd served from 1950 to 1958 as Executive Secretary of ACA's New England Section and directs Camp Winnemont for Girls in West Ossipee, N. H.

The new referral service is for camp owners and directors interested in selling, acquiring or expanding camp properties.

### There IS something new under the sun - - the New England sun, that is!

The recently-formed New England Camp Realty Association is unique — set up for the sole purpose of effecting the transfer of ownership of camps for boys and girls.

#### Do you want to BUY A CAMP ? or FIND A BUYER ?

*We know the camp you want. We know the buyer who wants your camp . . . or if we don't we can find out fast. Because, in an age of specialization, ours is to help you acquire the right new property or the right new owner. We appraise and consult.*

We love our work, because we understand camping for children and the fine men and women who make it possible. That may be the answer to the success we have had in introducing sellers of New England juvenile camps to buyers — and vice versa. For years, C. M. Mixer, Inc., Realtors, has served camp owners and prospective buyers. Now our new association enables us to give you a still broader and more complete service.

#### NEW ENGLAND CAMP REALTY ASSOCIATION

55 Chaske Ave.

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### CAMP DIRECTORS: ADD NEW CAMPERS AND NEW INTEREST TO YOUR ACTIVITIES THROUGH N. R. A. SHOOTING PROGRAMS Over 1,200 Camps Now Participating

Boys traditionally like rifles. Girls, too, like to earn nationally recognized awards. Both will proudly display shooting awards earned at YOUR CAMP — on their sweaters and jackets, and will want to add more the following seasons.

Your Charter fee of only \$5.00 pays the annual dues of one, two or all three National Rifle Association shooting programs. Included in the complete package are free instruction manuals, range construction plans, camper handbooks, instructor placement service and THE AMERICAN RIFLEMAN magazine, NRA's monthly publication.

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1. .22 caliber rim-fire rifle, distance 50 feet, 50' NRA targets.
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Complete the coupon below and receive your NRA Charter with all of the benefits to your camp and campers — or ask for a camp information packet.

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WASHINGTON 6, D. C.**

Gentlemen:

- ☐ We enclose check for \$5.00. Please send our 1961 Summer Camp Charter and benefits of the complete NRA shooting programs.
- ☐ We want to receive the Camp Information Packet.

Send to:

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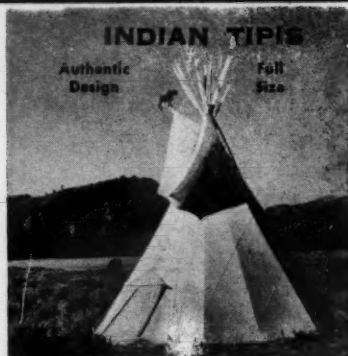
City \_\_\_\_\_ State \_\_\_\_\_

Camp Name \_\_\_\_\_

Camp Address \_\_\_\_\_

CAMP  
SECTION

## WEBB TENTS ARE A LASTING INVESTMENT



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### LATEST DESIGN CABIN TENTS

A real Walk-in tent with 100% head room. Large screened windows and zippered door on both canvas and screen.

### WALL TENTS

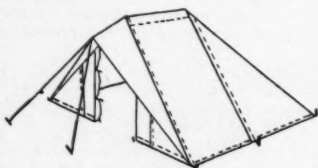
Extra high side walls, heavily reinforced seams, laced corners and overlapping door flaps.

### UMBRELLA TENTS

Large interior with two windows and zipper closing on both canvas and screen doors.

### HIKE TENTS

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## ACA Continues Service With Monograph on Guidance

At a meeting of the Board of Directors of the American Camping Association in 1957, A. Cooper Ballentine, then Chairman of the Program Services Committee, made the suggestion that a series of monographs should be prepared and distributed to membership for their use. "Camping Is Education," the first of these "aids to good camping" directed to the improvement of the camping experience for boys and girls through helpfulness to directors and staff, appeared in the January 1960 issue of Camping Magazine.

The ACA Publications Committee is gratified that favorable action by the Board of Directors of the American Camping Association has made possible the inception of the monograph plan and through it increased service to members. Cooperation of Howard Galloway, Editor and Publisher of Camping Magazine, by including monographs within the magazine insures distribution to all members. Remove your copy by straightening the prongs of the staples holding both the magazine and the monograph and gently pulling the monograph. Additional copies of "Camper Guidance — a handbook for counselors" in a more permanent cover may be ordered for staff or other use, at quantity discounts, through the American Camping Association, Bradford Woods, Martinsville, Ind.

The Publications Committee welcomes your suggestions for future monographs and extends appreciation to the New England Section and its committee for making this second monograph, "Camper Guidance — a handbook for counselors," possible.

Jerald B. Newton  
Chairman, Publications Committee

West Lebanon, New Hampshire  
March 1961

## Sections Report Current Activities

### Region I

The New England Section, at its conference held last month, elected the following officers: Vern Harper, president; Grace Mitchell, first vice-president; Grant Koch, second vice-president; Bassilla Neilan, secretary; Oscar Elwell, treasurer. New board members chosen are: John Appleton, Arthur Hayden, Howard Hoople, John Suiter and Mark Budd.

### Region II

New Jersey Section's recent election resulted in the following appointments: Dorothy Stivers, vice-president; Dorothy Sutton, secretary; Charlene Vogel and Donald Wacker, board members.

The New Jersey Section will hold its annual workshop for camp staff on Saturday, April 15, in Newark. The May meeting of the Section—the annual banquet — will have Stanley Michaels, ACA National President, for the speaker.

### Region III

Michigan Section members are looking forward to participating in the Great Lakes Recreation Leaders' Laboratory to be held April 30 to May 6 at Pretty Lake, near Kalamazoo. Competent resource people will

lead work-and-play courses on: Nature and Nature Crafts; Games, Stunts, Skits; Singing; Folk, Square and Social Dancing.

Lake Erie's March meeting will feature "Techniques of Selecting Camp Personnel," with a guest speaker from one of the larger industrial personnel services.

### Region V

Chicago Section's Camp Show, to be held at the McCormick YWCA March 18 under direction of Stewart Buhai, is reported to be "new and different." Features are: a display of institutional, program and educational exhibits; a list of available Water Safety and Small Craft Instructors available through the American Red Cross; counselor prospect registration, files, and conferences between prospective staff and camp directors arranged through the Illinois State Employment Service.

Wisconsin Section recently held a two-day Camp Counselor-Director Program at the University of Wisconsin. Associate Professor H. Clifton Hutchins handled camp employers' orders and arranged evening and daytime interviews.

**— a basic handbook for counselors**

AMERICAN CAMPING ASSOCIATION

*This brochure has been published by American Camping Association in cooperation with Galloway Publishing Company as a service to ACA members. Additional copies, with heavy cover for permanence, are available to anyone interested in camping. Order from American Camping Association, Bradford Woods, Martinsville, Ind. Copyright 1961 by American Camping Association.*

# About This Pamphlet

This work arose out of the recognized need for some practical down-to-earth resource material to help young counselors deal with the common every-day guidance problems they are faced with at camp.

It was prepared over a two-year period by a special committee of camp directors of the New England Camping Association, representing both boys' and girls' camps and including private, agency, resident, and day camps. It is specifically designed for eight-week sleep-away camp situations, although short-term camps and day camps may find much of value in it.

It represents up-to-the-minute principles and practices to help counselors in guiding campers, gathered from first-hand experience and from authoritative sources in camping and other related fields. This material was favorably evaluated in a weekend workshop session by a child psychiatrist, guidance counselor, psychologist, group worker, and junior high school principal, each of whom had previous administrative camping experience. It was further discussed and approved at several New England Camping Association conferences. The section on "Guidance Through Activities And The Teaching Of Skills" was put in practice at several camps, who reported on its usefulness at a conference called for this purpose. This printing represents the latest revision.

Although designed specifically for use by beginning camp counselors, the content is broad enough to be of value to all levels of camp leadership. For effective reference and use it is hoped that camps will supply each counselor with a copy.

This committee views guidance as an on-going process which can function any time of day all summer long. Whatever a counselor's status, be it cabin counselor, activity instructor, or a combination of both, he should recognize the major goal of providing guidance to campers. To emphasize that guidance may take place not only in daily living situations, but in the activity program as well, we have set forth under the general heading "How Do We Guide?" two separate but related sections, (a) Guidance Through Daily Living, (b) Guidance Through Activities And The Teaching Of Skills.

The sections of this outline are offered not as indisputable formulae, but rather as well-founded stepping stones toward a worthwhile goal.

Much credit should go to the many individuals who contributed to this work through their participation or evaluation. Special mention should be made of the following professional evaluators:

Dr. Stanley Walzer, Child Psychiatrist, Judge Baker Guidance Clinic, Boston, former counselor and camp doctor; Miss Shelagh Gilmore, Assistant Professor of Psychology, Rhode Island College, Providence and a waterfront director; John McLeod, Principal of Warren Junior High School, Newton, Mass., former school guidance counselor and former head counselor; Miss Corrinne Carr, Group Worker, Boston Children's Service Association and camping experience with Camp Fire Girls, Girl Scouts and Camp Bonny Bairns; and Rev. Charles C. Noble, Dean of Hendricks Memorial Chapel, Syracuse University, former camp counselor and former camp director.

To assist in further revisions, the comments of others who read and utilize this material would be greatly appreciated. Such comments may be directed to the Chairman of the NECA Leadership Training Committee, Dr. Joel Bloom, Camp Powhatan for Boys, Oxford, Maine, or to the Chairman of the NECA Program Services Committee, A. Cooper Ballentine, Camp Kehonka for Girls, Wolfeboro, New Hampshire.

March 1960

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To the Counselor:

What can you take away from this pamphlet?

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March 1960

# Camper Guidance

## — a basic handbook for counselors

### A Counselor Ought to Know

Most camp directors believe that summer camps contribute uniquely to the growth and development of the kind of persons we hope our campers will become. Such persons should be capable of good adjustment, firm beliefs, sound judgment, warm friendships, effective work and play with their fellows, and worthy contributions to the communities to which they belong.

Starting in New England, camps of varying types and program for children from all levels sprang up all over the country, sponsored not only by private individuals but by youth service organizations, churches, school systems, and other groups. Viewed at first mainly as a healthy, outdoor living experience, camping is now recognized as a most vital adjunct to a child's growth and development, ranking in importance with his schooling. It is also considered to be an equally valuable growth experience for counselors.

Camping usually takes place in a natural setting which lends itself to outdoor group living. Each camp provides facilities and equipment for living and playing according to its own philosophy, policy, and way of life, and develops its pro-

gram in keeping with these. For the purpose of guidance, the term "program" as used herein includes anything and everything that campers, or campers and counselors, do that influences campers. Within this broad framework a counselor supervises, instructs, influences, and guides campers.

At camp our major concern is the camper. Whatever affects him is important to all of us. What happens to a growing child at camp not only influences him at the moment, but also may affect his future, and because children are our nation's greatest asset, our country's future. Children are impressionable, flexible, easily led, understanding, occasionally cruel, more honest than they may ever again be, full of enthusiasm, at times frightened and insecure, eager for acceptance, success, adventure, and fun, with a strong need for understanding leadership. Their behavior is not always consistent. At one moment a child can be most charming and appealing, and the next minute seem a "pain in the neck." You must be prepared to accept and constructively handle his varying responses.

Greatest influence results from person-to-per-

son contacts between fellow campers and between counselors and campers. Anything that happens at camp can provide guidance opportunities for an intelligent, sensitive counselor. This pamphlet points out how you can make your greatest contribution to the growth and development of campers through your understanding, personal example, and use of guidance techniques.

Every counselor is entitled to his feelings and preferences. It is perfectly natural for you to like one camper better than another, as long as you try to treat all campers as fairly as possible. Most important is BE YOUR BEST SELF. Your greatest reward will be the satisfaction of seeing these youngsters grow in attitudes, skills, and maturity.

Some of the material that follows may seem a bit overwhelming. You may not absorb all of this, or be able to "fill the bill" in every respect. Your Director believes you are capable or you wouldn't have been selected for the job. He will not think you inadequate if you bring problems to him. Remember, he was probably a counselor once himself.

Camping, to be meaningful, must be fun not only for the campers but for counselors as well. If you enjoy your work and are content among your fellows, the children with whom you come in contact cannot help but be favorably affected. If we pool our resources and work together, we can make this camping experience a happier, healthier, more worthwhile one for all concerned.



## A Counselor Ought to Know

Great influence results from person-to-person contacts between fellow campers and between counselors and campers. Anything that happens at camp can provide guidance opportunities for an intelligent, sensitive counselor. This pamphlet points out how you can make your greatest contribution to the growth and development of campers through your understanding, personal example, and use of guidance techniques.

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# Guidance in Camping

## Its Purpose

The role of guidance in camping is to help youngsters grow healthfully and learn to solve their problems. In certain areas children thrive best through positive direction which sets limits and helps them to know where they stand, as in matters of health and safety. In other situations, they need freedom from adults and opportunity to make their own decisions and to accept the responsibility for and the consequences of these decisions. This is often effective in matters of group welfare and individual interests. The camp, along with the home, the school, and the church, has a responsibility to point out dynamically to children the good way of life so that they may see the goals they need to work toward.

## Its Variance

Each camp's concept of guidance may vary somewhat with the director's background and experience and the traditions of the camp. The camp's manual for counselors should provide this information. Your director will most probably discuss guidance in his talks with staff before and during the season.

## Its Impact

The impact of guidance in camping, although limited by a child's being in camp for a relatively short period in any one year, may be enhanced when he spends several or many summers at camp. It may be further enhanced in private camping through the director's reports to and visits with his camp families during the winter. In agency camping it may be strengthened by many of the campers and counselors being together during the winter in programs under the sponsorship of the same organization.

## Its Effectiveness

Guidance at camp can be effective because:

1. Counselors are specially trained and selected for their respective jobs.
2. Counselors can be objective in their deal-

ings with campers, in contrast to parents who are often emotionally involved.

3. The living away from home experience may elicit more responsible behavior from campers.

4. The camp environment and group situations may make possible new and different behavior patterns of campers.

5. Close relationships developing between campers may have important impacts on them.

6. Popular young adult leaders may elicit enthusiastic responses from campers.

7. The recreational aspect of camping may create happier, more favorable camper attitudes.

8. The acquisition of skills and success in the program may enhance campers' feelings about themselves and their capabilities.

9. The relaxed atmosphere of camping may encourage campers to be themselves.

10. Camping broadens children's social contacts and knowledge of people, as well as self.

## Its Contributions

Because of the uniqueness of the camp experience, good guidance may in varying degrees accomplish any of the following:

1. Help youngsters to make friends and get along with bunkmates and counselors.

2. Teach campers to plan, evaluate, and make decisions in a democratic atmosphere.

3. Foster learning to share and to do one's part as a member of a group or team in both work and play.

4. Encourage independence of thought and action.

5. Help campers develop greater poise and self confidence.

6. Contribute to campers' adjustment and development.

7. Help campers acquire wholesome attitudes and character traits.

8. Provide experience in three different types of discipline.

- a. self-discipline
- b. group discipline
- c. authoritative discipline

9. Help campers to discover themselves and to understand their potentials.

## Its Administration

The major instrument in guidance is you, the counselor. Your status is unique. You have neither the rights of a parent nor the responsibilities of a director, yet you exert tremendous influence on campers through your close personal contacts with them. The example you set subtly reflects your own expectations, background, and training. It is of great importance because children tend to imitate their adult leaders. You must be aware of and sensitive to your campers' needs and be capable of helping them to fulfill their needs.

## Its Definition

For the purpose of camping, guidance includes not only that which is specifically planned, recommended, and provided for by the camp to help a youngster grow healthfully and solve his problems, but also, by reason of the camp setting and the atmosphere that is created, much that is unplanned that may occur at any time to constructively influence a camper's decisions and development. Following are examples of the two different approaches to guidance: planned and unplanned.

## Planned Guidance

Bobby—age 11, a shy, withdrawn, attractive youngster, in his first season at sleep-away camp—is in a bunk with eight other boys, five of whom have been at this camp one, two, or three seasons. He tries to follow the lead of the experienced campers but is hesitant, unsure of himself, and frequently hangs back and isolates himself from the group. The other boys, much involved with each other and their own interests, are cordial to Bobby, but make no special effort to involve him in their activities. It becomes apparent that Bobby is not too happy—perhaps a bit homesick. His counselors report this to the Director and together they outline the following approach which could be readily applied to other youngsters with similar problems:

1. Find one activity that camper shows interest and aptitude in and concentrate on this to help him achieve some success, status and recognition in the eyes of his fellows.

*For Bobby this seemed to be baseball.*

2. See that he gets special instruction in that activity to help him make real progress. Interest

shown by a counselor can be most effective.

*The baseball counselor got Bobby aside and worked with him individually.*

3. Involve him in group activities where he can get a feeling of belonging and of being needed, be it in a skill or a daily-living situation.

*Bobby's group was challenged by another bunk to a game of baseball. Every boy was needed to play. It was agreed that the outfielders on both teams would get a chance to play half the game in the infield. Bobby played in the outfield and then at second base.*

4. Get his bunkmates to encourage and help him. Talk privately with the group to explain his needs.

*Bobby was invited to try out for the camp 11-year-old baseball team. He was at first reluctant but his bunkmates urged him to go ahead and he did so, making the team as a substitute outfielder.*

5. Give him some responsibility to set him apart in the eyes of his fellows, and provide him some sense of his own worth and importance.

*Bobby was asked by the baseball coach to study the Rule Book and make up a quiz for the team.*

6. Offer praise and encouragement to him for things that he does reasonably well.

*Bobby did this job nicely, learning much in the process and receiving favorable comments from many of his teammates.*

7. Talk to him alone on occasion to find out how he feels about things and whether there is any area in which you can be of help.

*Bobby's counselor learned from him that at first he thought the other fellows didn't like him and he didn't think he was good enough to measure up to them. Now, however, he felt more like he belonged and he was much happier at camp.*

## Unplanned Guidance

Jane—a 12-year-old girl at camp for the first time—only child, attractive, fairly talented, performs quite well in most activities, gaining a reasonable degree of success and recognition. She is in a bunk with four other girls and a counselor.

It is noted that she doesn't permit a bunkmate to sit on her bed; that she never offers to lend any of her books, games, or belongings; that she receives a package of cookies from home and does not offer to share them. Although she does not give of herself to others, it is equally apparent that she does not expect anything from them.

Jane is fortunate that the group she is with are happy, well-adjusted, well-motivated girls. She is equally fortunate that her counselor is a fine young person.

With no pre-planning or discussion, with no attempt to pinpoint Jane's difficulty, but just through a succession of daily-living experiences, Jane came to realize that sharing and giving of one's self can be a most satisfying and gratifying way of life. She did not reach this conclusion at once or as a result of any single thing that occurred, but through a succession of small bits of goodness and kindness on the part of her bunkmates and counselor. These seemed to provide Jane with an ever-growing sense that this way of life was different than her own, and she finally concluded a better way than her own. Little things like:

*Her counselor always seeing that each youngster at the table was served before she herself would take food on her plate.*

*Waking up in the morning and noting that her*

*counselor had put her extra blanket over her when it turned cold during the night.*

*Returning to the bunk after a heavy shower to find that her counselor had brought her dry bathing suit and towels in out of the rain.*

*Her bunkmates always offering to share with her good things they received from home.*

*Returning late to the bunk after breakfast one morning when she attended sick call to find that her bunkmates had made her bed and swept underneath it.*

*The offer from a bunkmate of a blouse to wear at the first dance of the season when her own clean things did not come back from the camp laundry.*

All these and more, gradually convinced Jane that sharing as a way of life was a good way. By the season's end she no longer scolded a bunkmate who casually sat at the foot of her bed and chatted. She would offer her personal belongings graciously to bunkmates who needed them. She no longer resented or recoiled from offers of help and assistance. Most important of all, she could no longer recognize opportunities where she could give of herself, not just her things, to help some other youngster.



# Whom Do We Guide?

## I Children with Physiological and Social Needs.

### A. Physiological needs for:

1. food and drink
2. rest and relaxation
3. shelter and protection from the environment
4. elimination of body wastes

### B. Social needs for:

1. security and feeling of belonging
2. status among one's own age group
3. recognition for achievement and accomplishment
4. giving and receiving love and affection
5. self-esteem, self-respect, self-confidence
6. self-fulfillment and self-expression
7. fun and adventure
8. growing independence and freedom of thought and action

## II Children with Varying Backgrounds.

### A. Inherited

1. physique
2. emotional tendencies
3. mental capacities

### B. Family environment and influence.

### C. School experience.

### D. Religious training.

### E. Relationships with own age group.

### F. Socio-economic status.

### G. Concepts or images of themselves as adequate or inadequate individuals.

## III Children as we come to know them through:

### A. Evaluations by their parents or some agency.

### B. Their parents' or some agency's expectations for them.

### C. Their medical histories.

### D. Their school records.

### E. Director's insights resulting from his contacts with campers and their families.

### F. History and records on returning campers compiled by the camp staff.

## IV Children in five different but over-lapping growth stages, each with a unique nature of its own.

### A. 5 through 7 years — pre-school and first grade

### B. 7 through 10 years — first and second through fourth grade

### C. 10 through 12 years — fourth and fifth through seventh grade

### D. 12 through 15 years — seventh through ninth grade

### E. 15 through 17 years — ninth through twelfth grade

## V Typical behavior patterns of different growth stages and types of counselors each responds best to. Changes are constantly taking place within each growth stage so children's behavior patterns will not always fit exactly into these stages.

### A. The very young—5 through 7 years (Strong attachment to home and family environment)

1. do same things in same place but not always together
2. have short interest span
3. aware mainly of self and own desires
4. prefer highly imaginative make-believe play
5. like to explore their expanding world
6. desire repetition of enjoyable experiences
7. easily upset by change in routines or environment
8. tendency to persist in first responses to people and events
9. are learning to get along with one another, and to work and play in small groups
10. boys and girls play together readily
11. very dependent on adults for meeting physical and emotional needs
12. need patient understanding and close supervision

They respond affectionately to counselors who look after their needs, show interest in them, and who are fair and capable of humor and imagination. *The nature of the counselor* is most important, not his skills.

B. 7 through 10 years

(Beginning to play together)

1. beginning readiness for leaving home and parents (live away experience)
2. lengthening interest span
3. growing awareness of others and their wants
4. willingness to share
5. desire for acceptance from own age group
6. need for close friendship with play-mate
7. express selves freely in art forms and play
8. beginning interest in competition related to one's standing in the group
9. growing desire for better performance in skills
10. developing interest in group games and activities
11. want everyone to obey stated rules and regulations
12. strong identification with own sex and age group

Respond to counselors similarly to the very young age group, with exception that the activity skills of the counselors are becoming important.

C. 10 through 12 years

(Group stage)

1. strong desire for live-away experience
2. want to be together in groups, teams, and clubs
3. have longer interest span, patience to work for short-term goals
4. form cliques and friendships with own sex and age group
5. like to make, do, collect things
6. seek status through excellence in skills and knowledge of grown-up things
7. are fairly competitive in team and individual activities
8. enjoy being mischievous and daring
9. are becoming concerned with physical size and appearance
10. girls at upper-age level develop interest in boys
11. boys and girls can work and socialize in programs where they share responsibility for planning

Respond enthusiastically to counselors who can understand and guide their tremendous energy and mischievousness; tend to idolize the counselor if he measures up to this task.

D. 12 through 15 years

(Drive for independence)

1. growing away from family ties and influence
2. still want reassurance of adult supervision and attention to daily needs
3. strong drive for conformity with own age group
4. intensity of feelings and emotions
5. greatly influenced by popular adults and teen-age idols—the hero worship and crush stage
6. rapidly changing interests and ambitions
7. long interest span and increasing capacity for self-discipline
8. competition with outside groups often preferred to competition with friends in own group
9. idealistic about the world at large
10. serious concerns with personal appearance, frequently self-conscious and inhibited
11. puberty, the stage when girls begin to menstruate and boys' sex glands begin to function actively, occurs first for girls, later for boys
12. first girls, then boys, begin establishing hetero-sexual relationships
13. boys and girls can work together on projects better than they can socialize

Respond to counselors who exemplify the idealism of this stage; the intelligence and variety of experience of the counselor becomes as important as the skills he possesses. This is the period of greatest potential influence by counselors.

E. 15 through 17 years

(Impatient to grow up)

1. want to earn money for independence and freedom of action
2. pressure for increased responsibility
3. need to be treated as young adults
4. occasional reverting to childish behavior
5. importance of prestige and belonging to the power group
6. ability to concentrate and specialize in selected skills and interests
7. expansive and changing ambitions
8. conflict between idealism and materialism
9. beginning ability to give of self to others; comes earlier to girls
10. develop crushes with depth of feeling
11. tendency to cover own weaknesses with similar weaknesses of the group
12. very critical of self

Respond best to counselors with ability to identify and understand their individual conflicts, concerns, and ambitions.

# How Do We Guide?

## I — Guidance Through Daily Living

### A. Guidance to help develop positive character traits

At camp we have the responsibility not only of keeping the camper healthy and happy, but also of providing him with wholesome experiences. Above all, these should include efforts to enhance his intellectual, spiritual, and social growth, and not just his skills. So much of today's world is concerned with acquiring material things that there is a crying need for development of proper attitudes, values, conduct, and appreciations.

Good guidance should foster the constructive character traits which we set as goals for our youth. This should apply to all youngsters, including the average camper who presents no particular behavior problem. The camper who has yet to learn the importance of respect for the rights and opinions of others; how to use his time wisely; or how to serve as a good leader or follower, might be greatly benefited through acquiring such qualities. However, this does not happen overnight. If we strive in the right direction and make even a small contribution, we are rendering a most valuable service. To focus thinking on providing guidance toward positive goals, a typical list of these follows.

Counselors might strive to help their campers develop such qualities as:

1. Respect for the rights, property, and opinions of others.
2. A sense of personal responsibility.
3. Self-discipline and control.
4. Kindness and consideration for the other fellow.
5. A sound value structure.
6. Wholesome attitudes.
7. Appreciations of the finer things in life.
8. Loyalty to one's affiliations.
9. A sense of service to others.
10. Understanding and acceptance of the rules of society.

11. Proper standards of conduct.
12. Good manners and social graces.
13. Constructive work habits.
14. Pride in self, family, and group affiliations.
15. Imagination and a sense of creativeness.
16. A taste for exploration and challenge.
17. A feeling of group responsibility.
18. The ability to use time wisely.
19. A sense of integrity.
20. Dependability.
21. Adaptability to changing situations.
22. Ability to make friends.
23. Leadership and followership.
24. Respect for intellectual talents.
25. Understanding and appreciation for things spiritual.

To illustrate how good guidance can be used to foster the development of positive character traits, leadership and followership have been selected as examples.

### Leadership

Although good leadership is a commendable quality, not every individual is capable or desirous of serving in this capacity. Counselors should move cautiously in developing leadership in campers, appraising each situation in respect to the individual camper.

#### Definition of Leadership:

Leadership is frequently misunderstood by many children and adults who believe the role of leader is assumed by an individual smarter, stronger, more aggressive, and skillful than the rest, who sets the pace for the group to follow.

Leadership, as we visualize it today, is something quite different from domination of a group. A leader in a democratic society is the individual selected by the group as best qualified to represent its wishes in a particular situation. Under this concept, leadership is a rotating affair. For certain group needs, one individual may assume leadership; in different situations, still others may be best qualified to implement the will of the

group. A leader has the responsibility not only of carrying out the decisions of the group, but also of helping to shape those decisions by reason of his own knowledge, skills, and experience.

Leadership may be fostered through:

1. Knowing and understanding the skills and potentials of your campers.
2. Helping campers to recognize their own and each other's strengths and weaknesses.
3. Teaching the group to analyze the purpose of each undertaking before selecting its leader.
4. Encouraging the group to select its leaders for specific situations for which they are best qualified (i.e., captain of a team, head of a work project, representative to Camper Council.)
5. Pointing out that leadership requires a willingness to accept responsibility, including the possibility of failure.
6. Advising the group to select leaders whose motivation is the group need and not simply self-gratification.
7. Utilizing the democratic process. This involves free choice by the group and acceptance by the counselor of the group's decisions within prescribed limits.
8. Providing direction and advice to the group and its leaders, without dominating or attempting to influence too strongly.
9. Encouraging group participation in varied activities so that a larger number of campers may have the opportunity to qualify for leadership in their own areas of competency.
10. Looking for and capitalizing on the critical moments for emergence of leaders.
11. Urging leaders to accept constructive criticism, differences of opinion, ideas, and suggestions from others.
12. Stimulating leaders to encourage others of the group to suggest ideas, bearing in mind the varying talents of each, and considering their feelings.
13. Lending encouragement to new inexperienced leaders.
14. Being alert to step in and help the leader if he is floundering or going astray.

Things to be avoided or discouraged include:

1. Domination by you, the counselor.
2. Taking over of the group by the bully or over-aggressive type.
3. Allowing the group to place undue blame for failure on the leader.
4. Having leadership develop into a popularity contest.
5. Forcing leadership on an individual who is not willing to assume the responsibilities of leadership.
6. Too much self-effacement on the part of the leader.
7. Letting the group make a joke out of the procedure by electing an "odd ball."

## Followership

Good followership is a much needed quality for all individuals if they are to be of service in today's world. It is a particularly important quality for any individual who wishes to become a leader. No one should aspire to leadership who has not himself learned how to be an effective follower.

Definition of Followership:

Ability to serve in a democratic group situation under the leadership of a member of that group but still retain the capacity to suggest, criticize, and evaluate, as well as serve in the project.

Followership may be implemented through:

1. Practicing and stressing the qualities of co-operation, good teamwork, and group effort.
2. Developing pride in accomplishments, both one's own and the group's.
3. The development of group spirit and loyalty to one's affiliations.
4. Encouraging campers to accept a lesser role than they aspired to, in deference to the decisions of the group, yet still give maximum effort to the cause.
5. Stressing the importance of each individual's contributions to the success of a project.
6. Encouraging campers to offer their services where and when needed in the particular skills they can contribute.
7. Teaching campers to be willing to take the initiative and contribute ideas as situations arise. These ideas can sometimes be the most important contribution of all.
8. Pointing out that effective followership is a most important qualification for eventual leadership.

Things to be avoided or discouraged include:

1. Permitting a camper to consistently isolate himself from group endeavors.
2. Too much self-effacement on the part of an individual.
3. Withdrawal from the group endeavor because one's leadership or ideas were not accepted by the group.
4. Attempts to sabotage a group project by a member or members whose points of view did not prevail.

## B. Guidance related to the camper's behavior

The term "behavior" refers to any acts of an individual which occur in a particular place during a particular time. The acts may be purely physical or involve mental processes. Mental acts

may include wishes, memories of experiences, and beliefs. Physical acts are self-evident. Behavior is caused, it is purposeful, it always has a reason, even though sometimes vague and confused. At the instant of behaving, the acts of a person seem to him to be the best and most effective acts he can perform under the circumstances, although to an observer these acts may be misbehavior.

Misbehavior is usually a question of degree. Many of the below-listed behavior patterns are normal so long as they do not seriously interfere with an individual's social effectiveness. If and when they do, it becomes maladjustment. It is also maladjustment when it affects one's perception of reality or is injurious to others. Most camps are not set up to handle serious problems of maladjustment. They can, however, deal effectively with misbehavior.

Typical examples of behavior manifestations:

<i>Overt Actions</i>	<i>Reactions</i>	<i>Practices</i>
teasing	fears	poor eating
bullying	crying	poor sleeping
fighting	lethargy	poor speech
lying	timidity	bed wetting
stealing	phantasy	masturbation
showing off	nervousness	nail biting
temper tantrums	selfishness	thumb sucking
disobedience	seclusiveness	
quarrelsomeness	cowardliness	
destructiveness	stubbornness	
obscene language	restlessness	
	over-activity	
	poor	
	concentration	

Things to consider when a youngster misbehaves:

1. Are poor relationships with campers and counselors a factor?
2. Are you the right counselor for this camper?
3. Do you think the camper is in the right group?
4. Is the group atmosphere or climate (i.e., relative amounts of permissiveness, democracy, autocracy, challenge) a factor in the camper's misbehavior?
5. Is the camper getting sufficient success and satisfaction from the camping experience?
6. Does the camper appear to have any serious worries, anxieties, or fears that might be causative or limiting factors?
7. Could poor health be a factor in the camper's behavior?

### C. Guidance principles as applied to a camper who misbehaves

In this instance we refer to stealing. These

principles may be applied to similar types of misbehavior.

Define the misbehavior.

Stealing can vary from occasional taking of another's belongings, which one wants or wishes to use, to compulsive stealing in which the value of the object taken is secondary to the actual experience involved. The nature and seriousness of stealing varies with the age of the child, the particular situation, and the reasons for stealing.

Determine possible causes or reasons for misbehavior.

Reasons for stealing include:

1. Improper or undeveloped sense of ownership or property rights.
2. Desire for possessions equal to or greater than one's fellows.
3. Influence by stronger or higher status persons.
4. To attract attention when need for affection is not fulfilled.
5. As a means of aggression or an act of retribution against supposed unkind treatment.
6. As an expression of resentment at being given too much help.
7. Desire to be caught and punished.
8. As an overt expression of a deep-rooted psychological problem.

What can the counselor do?

General recommendations for dealing with misbehavior.

1. Consult and advise with more experienced personnel, such as division leader, head counselor, director, or guidance specialist, if the camp has one.
2. Try to establish and maintain an understanding relationship with the camper.
3. Recognize that there are usually specific reasons why a child misbehaves. Try to discover what his reasons are. Keep it private if possible. Don't withhold help until you have full knowledge of the causes. The summer might be over before you get started.
4. Try to find out if this behavior has occurred at home or at school and, if so, how it was handled by parents or teachers.
5. When so advised by experienced personnel, try to provide more wholesome means for the camper to fulfill the need he was trying to satisfy.
6. Try to determine if the camper behaved in this manner because he wishes to be caught, reprimanded, and punished.
7. If others in the group are affected, let them know the situation is being handled and their rights protected. Reactions of the group should be given direction by the counselor, sometimes to the extent of enlisting their help and assistance; otherwise they may take matters into their own hands and make any efforts of the counselor or administration meaningless and ineffectual.

8. Make every effort to get the misbehaving camper to develop greater self-control.

9. Approach the camper with kindly firmness and use discipline and controls with a sense of justice not only in regard to the offender but with a view toward helping the victims as well. Be mindful that children may be easily frightened by overly severe discipline given a bunkmate.

10. Sometimes a counselor can get an offending camper to make amends or restitution, but this should be done only with the knowledge and consent of the administration.

11. In more serious instances the director may ask a boy's parents to come up and discuss the matter, at which time the counselor may be expected to work together with camper, director, and parents.

12. Be sure to conform to the basic principles of discipline and control: consistency, suitability, flexibility.

13. Make certain that discipline and controls are meaningful and in keeping with the misbehavior. The end result should be constructive and beneficial. Measures employed should not create greater resentment on the part of the camper.

What should the counselor avoid?

1. Disciplining in anger.

2. Public condemnation of the camper.

3. The use of derogatory terms.

4. An attacking, blaming approach.

5. Driving the camper away from the group.

6. Loss of communication and contact with the camper.

7. Threatening punishment that cannot or will not be assessed.

8. Striking a camper.

Specific steps to prevent occurrence or recurrence of misbehavior. (In this instance—stealing)

1. Discuss with the group recommended procedures for keeping and storing things of value.

2. Try to arrive at standards, policies, and practices regarding the use and borrowing of equipment belonging to others.

3. Spell out the individual's rights to privacy and the importance of respect for the personal belongings of others.

4. Emphasize the importance and values of sharing.

5. Make every effort to see that possession and ownership of things is not an important factor in establishing or maintaining status within the group.



# How Do We Guide?

## II — Guidance Through Activities and Teaching of Skills

With the recognition that education is a continuing process throughout an individual's lifetime, organized camping has assumed greater significance in our culture today. Camps, like schools, seek to improve not only children's minds but their health, recreational and vocational skills, social competence, and attitudes. Most camp programs today are based on sound educational principles, and provide a variety of experiences leading toward these objectives. They help immeasurably to prepare a child for his future as a constructive member of his family and of society.

Much of the success of the camp movement, as evidenced by its tremendous growth, lies in the fact that although its objectives are educational, they are achieved through a recreational program. To such a re-creative program children bring a motivation that is voluntary, full of enthusiasm for learning skills, and for seeking fun and adventure in new experiences. Almost nowhere else does one find such a voluntary, prolonged, group-living situation with skilled leaders to provide guidance and counsel during these very formative years of a youngster's life.

Camping is a most intimate experience. Children come in close contact with one another and with young adults. The influence of both fellow campers and counselors can do much to shape the attitudes, character, and personality of a youngster. A counselor's patience, understanding, perseverance, and desire to be of service, are of importance in the handling of camping's simplest situations before one even considers his skills or ability as an instructor.

Too often we encounter counselors whose major interests are the skill programs with which they are involved, who give little thought to the camper's developmental needs or to the importance of other phases of the camp program.

We in camping should be concerned primarily with what the camper learns as a person through his whole camping experience, and not merely what he learns through his acquisition of particular skills.

The purpose of this section of the handbook is to provide any counselor involved in the activity program some understanding of what can be accomplished with guidance apart from actual supervision and instruction of activities. Set forth here are principles, methods, and techniques which can be used to guide youngsters' physical, emotional, and social growth.

These are divided into three general categories — guidance made possible as a result of (1) the ways in which the program is set up and conducted, (2) the unique contributions of staff and (3) campers' experiences in activities and the learnings they acquire.

### Guidance made possible by ways program is set up and conducted

1. A counselor in charge of a skill program should make certain it is conducted within the basic framework of the camp's program philosophy. Occasional checking with administrative personnel is helpful in this regard.

If the camp's policy is to give adequate time and attention to boys with lesser skill who desire instruction and not primarily to those highly skilled, you should conduct your program accordingly, be it in tennis swimming, or any other activity.

2. The quality of each camper's performance and the standards set for him should be kept at highest, realistic, individual levels, bearing in

mind that for some campers a high standard of performance may be indicated and for others a flexible standard may be more desirable.

Crafts is a typical activity which permits campers of considerable talent and imagination to work on highly skilled projects, and other campers less capable, but nonetheless enthusiastic, to engage in projects in keeping with their ability. In programming for handicapped children, this concept is particularly important. Expect and encourage campers to work up to their full potential.

3. Compelling a camper's participation in an activity should be used most sparingly, primarily to achieve exposure to that activity and not to serve as a substitute for sound motivation.

Forcing a youngster to swim before he is ready, to go horseback riding, or take an overnight camping trip, when he fears these, is not a desirable practice. Sometimes a too young camper on an overnight trip develops a distaste for tripping instead of a love for it. However, in certain situations compelling participation can help a youngster overcome his anxieties and teach him to face life.

4. A counselor, who has learned from a parent or the director of the parent's wishes for camper's special emphases in a particular activity, should try to harmonize these with the camper's wishes. These may not always be the same.

Often a parent will approach an activity instructor and ask him to be certain that Jimmy improves in tennis, or learns how to swim the breast stroke, or passes his Junior Life Saving, or learns how to box or wrestle. The counselor should try to motivate Jimmy's interest. Compulsion should be used only with the consent of the director

5. Interest in an activity can be stimulated by setting up achievement qualifications. To reach the first plateau a camper must perform one group of skills; to reach the next, still other skills of a higher level must be attained, and so on.

The qualifications of the National Rifle Association or the Camp Archery Association are good examples of this. Campers derive considerable pleasure and satisfaction in accomplishment from such programs.

6. To create and maintain interest, any activity program should be a challenging and expanding one which meets the individual's varying needs and capabilities.

In sailing a camper proceeds from one classification to another as he acquires progressive skills. With each attainment he is

afforded greater privileges, increased responsibility, and more challenging opportunities. In the process the camper gains a better understanding of himself and his capabilities.

7. Visualization of progress may be a helpful technique in stimulating some campers to acquire skill in a particular program. Charts covering a wide variety of activities emphasizing individual improvement are an example of this.

These are frequently used in riflery, archery, Red Cross swimming and boating, but with a little ingenuity can also be used in many other activities. Very often they stimulate campers to take a critical look at themselves and their efforts in specific areas.

8. Competition with one's self as well as competition with others of similar age and skill can be effectively used as a stimulating and motivating factor for many children. In addition, campers often learn much about themselves and how they measure up in tense situations. Avoid over-emphasis which causes physical exhaustion, poor sportsmanship, and loss of friendships.

Often a youngster may be spurred on to better his own performance, as in broad jumping, foul shooting, swimming, where competition with one's self is possible. In other situations the desire to measure up competitively to one's fellows may stimulate a youngster to take instruction in an activity and to practice more religiously. A counselor can often get important insights into a camper as a result of observing him in a tense competitive situation.

9. Public recognition for outstanding performance sometimes in the form of awards can be effectively used to help a youngster gain status and self-fulfillment through his mastery of a particular skill. The timely singling out by counselor or director of a camper for progress and achievement made in any given activity may also be a most helpful technique.

Many a camper has been spurred on to greater effort by the desire for public recognition or some concrete award that signifies noteworthy achievement on his part.

10. Every activity should have as one of its main objectives providing campers with fun and a happy experience.

One of the major aims of camping is to provide children with a happy experience. Such an experience helps them to face life in a positive affirmative manner and with an optimistic outlook.

## Guidance made possible by the unique contributions of staff

1. Counselors should try to understand a camper's reasons for choosing a particular activity or types of activities. Is he:

seeking a new and challenging experience, staying with skills he has brought from home, following a popular counselor who is in charge, wanting to be with friends who are choosing this activity, following a high-status camper, seeking an opportunity for creativity, electing an activity he knows he can do well in, looking for a safe and secure hiding place, choosing the lesser of several unpopular choices, or selecting the activity because his parents want him to?

A boy who consistently chooses body contact sports like boxing, wrestling, or soccer may be using this as a healthy outlet for aggression. Another who devotes much of his time to team competitive sports, even though not very competent in them, may be expressing a need for belonging. A girl or boy who elects social dancing may be more interested in the boy-girl relationships that result than in the skill of dancing itself. Understanding a camper's reasons for choosing activities makes it possible to help him fulfill his basic needs.

2. Any skill can become a hiding place for a camper who is afraid to venture into other areas where he feels inadequate or unsure of himself. Counselors must be mindful of this possibility when a camper spends too much time in one activity. Often a young camper will only want to take part in activities where he knows he excels.

In such instances the counselor should try to teach the camper that being first or best is not the most important reason for taking part in an activity. Helping others to enjoy an activity by reason of your needed participation as in a ball game, or taking part just for the sake of accomplishment or enjoyment of the skill itself, can be reason enough. It is important for youngsters to realize that nobody can be best in every activity. The important thing is not be the best but DO YOUR BEST.

3. Counselors who teach skills ought to be both good teachers and well skilled in that activity. Even more significant is the counselor's role in teaching proper attitudes in the process.

A trip counselor who teaches campers to

clean up a camp site and leave it in better shape than they found it is teaching an attitude as well as a skill.

4. The creation of enthusiasm by example is of major importance. Your enthusiasm, interest, and skill all serve to make an activity more attractive to the camper.

A nature counselor, for example, should strive to inspire campers to go bird watching early in the morning or to tramp through a swamp in quest of specimens. Learning to understand and appreciate the wonders of nature is well worth the effort.

5. A counselor should not become so enthused with his activity that he tends to absorb campers in it to the detriment of their participation in other important areas of the program.

Check with each camper to determine if he is getting all that he wishes from that activity and from the camp program. It may be so much participation in the activity is compulsory it curtails the camper's opportunities to take part in other phases of the program.

6. Counselors should point out the relationships between skills, and where indicated direct a camper from one skill to another. Learning some skills opens doors to others.

Swimming is related to boating, boating to tripping, tripping to nature, nature to science, and so on. A camper who may be greatly interested in fishing can be readily shown that boating permits him to fish over a wider area, but in order to use a boat he has first to pass swimming qualifications. In this way he may come to understand and appreciate the values of expanding horizons.

7. Children tend to identify with certain counselors. They imitate them, and frequently acquire important attitudes from them. Therefore, the example set is of vital importance. It is particularly important that a counselor's actions be consistent with what he is telling the campers to do.

When admonishing campers not to "bawl out" a bunkmate who commits an error in a game, make certain you don't do that very thing yourself.

8. Of major importance in any activity is helping the youngster handle disappointment, failure, frustration, fear of defeat, and inability to learn or to make appreciable progress. Sometimes more harm or good can result from a camper's reaction to disappointment and failure than from success that greeted his efforts.

A counselor's help and understanding is most needed when a youngster's efforts are not being greeted with success, as when he fails his canoe test, is not selected for a part in a play, makes a crucial error that costs his team the ball game, or does not get elected to the honorary society. Timely support and a sensitive approach can often get a camper through a very troubled time and help him to acquire greater insight and understanding of himself. It isn't often that a child of camp age is able or ready to take a critical look at himself, but if a counselor recognizes a camper's readiness for this vital experience, he can provide guidance and understanding that may rank amongst the most important contributions in the youngster's life.

9. Of equal importance is the proper handling of success in any skill area. Some children need to learn to accept success with modesty, consideration, praise for the other fellow, and proper perspective of the achievement itself. There is a danger that too much and too frequent success can go to a youngster's head and give him a false sense of his own importance.

This is particularly so in a small or moderate size camp where a consistently outstanding performer may develop an exaggerated sense of his capabilities. In the fall at a good sized high school he might find himself considerably outclassed and be completely shattered by this experience. Youngsters must learn to place success at camp in proper perspective.

10. Counselors should be acutely aware of the increased opportunities for camper guidance that often result from a close camper-instructor relationship in an activity. Frequent contacts with the camper in an activity may result in mutual friendship and respect which gives the counselor a unique opportunity to provide guidance to the camper.

When this occurs it is important to consult with the camper's cabin counselor to share with him your knowledge and experience with the camper, as well as get his impressions of the camper. Your information can be most helpful in understanding a camper who is presenting some problem the cabin counselor is at loss to handle, or vice versa.

### **Guidance made possible by campers' experiences and acquired learnings**

1. A camper's progress in a skill is an ego-building experience. It may result in much satis-

faction and enjoyment, increased recognition from his fellows, and greater participation in this and other related activities.

A camper who earns his Red Cross swimming certificate may also be fulfilling qualifications for sailing, canoeing, and tripping. In the process he may also have gained much self-confidence and greater respect in the eyes of his bunkmates.

2. Any activity may provide opportunities for joint planning, evaluating, and working and playing together in a democratic environment where the limits for such camper planning and evaluation are clearly set forth. Campers express their ideas and opinions, and make decisions, but reserved to the counselor are final decisions in regard to health, safety, and camper welfare.

Frequent discussions with campers can reveal their preferences and lead readily to their planning day to day as well as future activities. The experience itself of group planning and evaluating, and setting of standards is an important one.

3. Any skill can and should offer campers opportunities for leadership, followership, and for accepting responsibility.

Outdoor camping skills provide excellent opportunities for campers to assume leadership and followership roles in fulfilling responsibilities for such things as cooking, menu planning, fire building, and maintaining a comfortable, safe and sanitary campsite.

4. Any activity can and should offer campers opportunities to help other campers less skilled than themselves. This not only results in a gratifying experience for both novice and helper but in greater understanding as well. Both campers may in the process improve markedly in the skill.

Learning to thread a worm on a fish hook, learning to play chess, or to put up and take down a tent, are just a few areas where one camper can help another.

5. Any skill can provide opportunities for an exploratory, imaginative, and creative approach on the part of campers and counselors. It can be in the area of cultural activities, such as music, art, dramatics, crafts, and it can be just as effective and important in athletics or in basic human relationships.

Members of a baseball squad, who decide on objectives and set up procedures for using substitutes in a game, are being creative just as are those who help design and build a batters' "T" to improve players'

batting performance. One doesn't have to write a song or paint a picture to be creative.

6. The teaching and practice of sharing, of courtesy, and of respect for others should be an integral part of any skill program, be it music, baseball, or outdoor camping.

Lack of attention to courtesy and respect in any activity noticeably sets back efforts of all who are trying to encourage or inculcate these worthwhile qualities. Campers can learn much about sharing, courtesy, respect for others in the memorable experience of serving as stage hands for a play.

7. Sportsmanship and fair play are valuable qualities that should be fostered in any skill program. The example that is set, the attitudes that are accepted, and the values that are held high are basic in all activities.

Helping youngsters to make up teams that are evenly balanced rather than heavily loaded with highly skilled or popular campers, or to provide handicaps for sides that can't be balanced, are good examples of

sportsmanship. A crucial contest of any kind usually provides excellent opportunities for teaching and practicing sportsmanship and fair play.

8. A camper's reluctance to take part or continue in a particular activity may provide an important clue to something that is disturbing him. It might be a question of boredom, lack of confidence, fear of failure, or any of many factors important to a camper's healthy state of mind. Talk with the camper and try to find out why he is not taking part or why he has lost interest.

A boy on the soccer or archery team may have stopped coming to practice because he felt slighted that you hadn't paid enough attention to him or given him enough opportunity to prove himself. Another youngster may have dropped out of Junior Life Saving because he was afraid to break strangle holds in the water. A third may have avoided tennis because most of the others in his bunk were far more proficient than he, and he didn't want to look inadequate in front of them. Your knowledge of these reasons will enable you to provide guidance when it is most needed.



## In Conclusion

Camping, which is a uniquely American institution, is reaching an ever-increasing portion of our youth. It is providing them not only with healthy, outdoor living experiences and opportunities to acquire a variety of skills, but it is also helping to shape and formulate their character, values, and attitudes. Our whole society is feeling the growing impact of camping on successive generations of its youth. Our democracy is being strengthened to the extent that we in camping are contributing to our nation's most precious heritage — its youth.

Whether we provide guidance through daily living situations or through activities and the teaching of skills, it is essential that we not only try to

instill in campers such basic character traits as common courtesies, fair play, and integrity, but also such enriching qualities as intellectual curiosity, imagination, aesthetic appreciation, a spirit of service and devotion to a cause.

You, the counselor, have the rare opportunity to contribute in appreciable measure toward these important goals. The example you set, the values you hold, the skills you can impart, and the warmth and understanding leadership and guidance you can provide are the ways in which you can help our youth be better prepared to assume their responsibilities at home, in their local communities, and in our society as a whole.

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- Science Research Association, 3431 N. Knox Ave., Chicago.
- Public Affairs Committee, 22 E. 38th St., New York 16.
- Education Service Dept., Educators Mutual Life Insurance Co., Lancaster, Pa.
- Bureau of Publications, Teachers College, Columbia University, New York, N. Y.







# Camp Community Health

*A camp medical program serves best  
by maintaining good health for all*

By **Richard P. Huemer, M.D.**  
Camp Physician, Camp Roosevelt  
Mountain Center, Calif.

**P**ROBLEMS of public health and preventive medicine are of significance in every community, whether a large city or a small summer camp. This article describes ways in which a camp's medical program can be of service in maintaining a state of good health among the children and adults at camp.

Public health, for our purposes, may be defined as the science and art of preventing disease, and promoting physical and mental health and efficiency, through organized efforts for the sanitation of the environment, the control of community infections, the education of the individual in principles of personal hygiene, and the maintenance of a medical and nursing service for the early diagnosis and preventive treatment of disease. Health may be considered to be not merely the absence of disease, but a state of complete physical, mental and social well-being.

Almost all diseases can be divided into certain broad categories, such as infectious, traumatic, congenital, psychogenic, etc. Some of these categories are of more importance in the camp setting than others, and a knowledge of some of the more common and effective control measures for these diseases will be of value to people concerned with camp management.

In the field of infectious diseases, the camp health officer should be concerned with the sanitation of the environment, including investigation of the purity of the water supply, the health of food-handling employees, and methods of sewage disposal. Educational measures against unsanitary practices are a part of this concern. The camp medical director also is responsible for the early diagnosis and prompt treatment of disease, with isolation of communicable disease cases when this is indicated. Adequate

laboratory facilities and local consulting physicians should be readily available to aid in diagnosis.

In addition to eradicating sources of disease and controlling transmission of communicable disease, the camp health officer is concerned with factors relating to an individual's inherent resistance to disease. Thus, dietary standards, nutritional status of the individual, and proper exercise lie in the province of the health officer. A good standard of personal hygiene can be encouraged through enlightened counseling. The insidious evils of fatigue and nervous tension, which lower the resistance of campers and counselors, must be combatted vigorously. Routine immunizations against the more common and serious diseases of childhood should be insisted upon.

In the realm of trauma, the medical director should familiarize himself with camp equipment and safety rules, and make recommendations for improving safety precautions where necessary. Again, educational measures directed at campers and counselors are of great benefit. Children should be encouraged to bring minor injuries to the attention of the medical staff before complications ensue.

One very desirable safety precaution in the medical sphere is the dispensing of *all* medications through the infirmary on a day-to-day basis. Many children are sent to camp with nothing more than harmless (and often unnecessary) vitamins. Others arrive under treatment with potent medications which are capable of producing great harm and which sometimes are misused for the purpose of obtaining the secondary gains of an illness.

In the domain of emotional and mental health, camp medical personnel generally will not have the experience of some of the staff in dealing with the special emotional and social problems of childhood and adolescence. However, the physician's own perspective may contribute to a broader understanding of a child's

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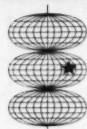
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emotional problem.

Particularly the physician's viewpoint is essential in psychosomatic diseases and in cases where organic factors are related to a behavior problem. More generally, the camp medical facility is often viewed by children as a protective, sheltering place, as indeed it ought to be. Frank discussions with campers about personal and health problems are a function of the medical staff.

It should be evident from the foregoing that a properly-managed camp medical program requires a high degree of autonomy for the medical director in his choice of procedures, and likewise requires effective avenues of communication between the medical personnel and the rest of the camp. Active participation of the medical personnel in staff meetings will lead to a better understanding of health problems and an interest in helping to solve them. Mimeographed information and instructions are also of value.

### Novel Idea

Although communication with the children at camp is usually on an individual basis or through counselors, on one occasion at our camp we used a somewhat novel method of conveying information directly to them. A situation had developed where it became advisable to inoculate a large proportion of the campers with booster injections against pertussis. A "Meet the Press" panel discussion was presented in our outdoor theater, and the panelists, ages 10 to 14, asked the medical director unrehearsed questions about the disease and the immunization program. The cooperation and understanding with which the immunization program was subsequently received were gratifying.

Finally, in the realm of preventive medicine, a word or two might be said about preventing the camp director's ulcers. Accurate and reassuring medical information is most valuable in reinforcing relationships with campers' parents. Likewise, accurate and complete medical records are essential in cases where legal claims may arise in regard to injuries or other health matters.

Activities of the camp medical program in promoting health are many and varied, encompassing many levels of prevention and a complex of inter-related host, agent and environmental factors. Through the successful application of public health principles, children and adults at camp can be helped to achieve the desired state of physical, mental and social well-being.

# Self-Rating Plan Helps Counselors Improve Work

By S. Thomas Friedman  
Echo Hill Ranch  
Kerrville, Tex.

CAMP DIRECTORS and supervisory personnel are always faced with the chronic, constant problem of evaluating counselor performance, transmitting this evaluation to the counselor and thereby helping each counselor to perform to the limits of

his highest potential.

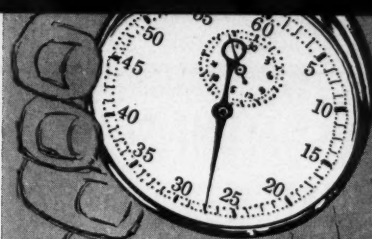
Counselors, likewise, have an image and conception of their performance on the job that may or may not coincide with the director's conception. In practically all instances, counselors are interested in improving or chang-

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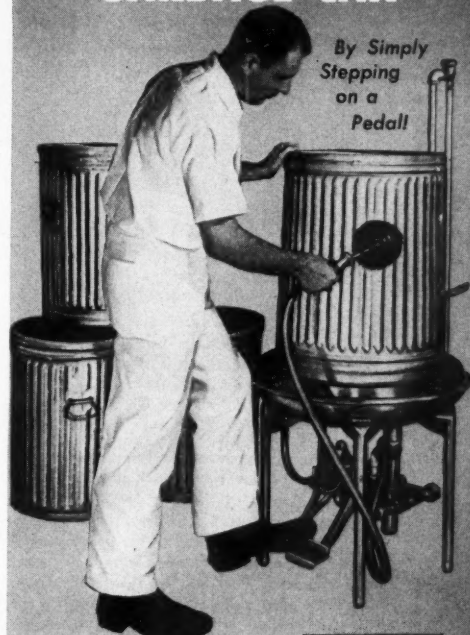
Please rate your performance this summer on the following characteristics. A rating of 1 is somewhat below satisfactory; a rating of 3 is average; a rating of 5 is excellent; a rating of 7 is very superior and a rating of 10 is perfect.

1. How well have you looked after the physical well-being of your Ranchers' cleanliness, medicine taking, clothes, etc.?  
1 2 3 4 5 6 7 8 9 10
2. How well have you related to your Ranchers in terms of their needs and problems, working with them on shortcomings, gaining their confidence?  
1 2 3 4 5 6 7 8 9 10
3. How well have you separated your personal life from your Ranch life?  
1 2 3 4 5 6 7 8 9 10
4. How well have you entered into the spirit of different Ranch activities, evening programs, etc. Has there been a feeling on your part of enthusiasm and cheerfulness, generating fun and acceptance or have you gone along with the dominant attitude of the group?  
1 2 3 4 5 6 7 8 9 10
5. In general, how well have you lived up to the standards of the Ranch as far as observing hours off, staying in the bunk-house and living up to other Ranch rules?  
1 2 3 4 5 6 7 8 9 10
6. How well have you utilized class time in teaching, in terms of getting the most out of the hour and getting the Ranchers to try their best?  
1 2 3 4 5 6 7 8 9 10
7. How well do you feel you have set an example for your Ranchers to emulate both here at camp and at home?  
1 2 3 4 5 6 7 8 9 10
8. Fundamentally how interested are you in helping children grow?  
1 2 3 4 5 6 7 8 9 10
9. Rate your performance as an all-around counselor. Consider the total period and all that you have done.  
1 2 3 4 5 6 7 8 9 10

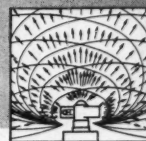


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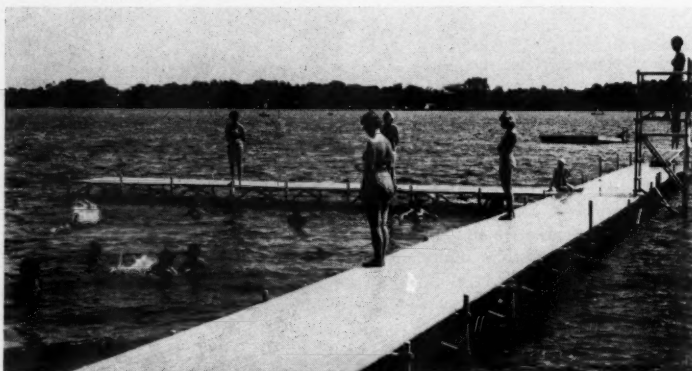
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ing their behavior, if proper methods and techniques are made clear to them.

Most counselors will say at the end of a camp period or at the end of the summer, "if I had only known at the beginning of the summer what I know now."

In an effort to help focus the areas of behavior and responsibility we consider important, we have developed the following aids and techniques. If counselors, supervisory staff and director can agree on the important areas of counselor behavior and have some device for evaluating these areas so that each can see the other's evaluation of counselor behavior, a better understanding of the counseling task and better performance will inevitably result.

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In individual conferences the counselor sees the camp director's conception of his performance and the camp director sees the counselor's conception of his own performance. Conferences are thus made more meaningful, more concrete and, with this objective base of discussion, changes and improvements in counselor performance are normal and natural consequences.

The self-rating technique is used three times in the course of the summer: first, after about a week of camp; second, about mid-way through camp; third at the end of camp.

### Helpful Training

The whole device is treated as an important teaching instrument as well as an evaluative measure. Counselors will be going on to teaching or other salaried positions and will constantly be faced with evaluating their behavior or the behavior of others in tasks that do not have valid objective criteria or where the nature and quality of personal relationships are of high importance to the task. Training in such evaluation at the camp level can thus be very helpful, not only for the camper-counselor situation itself but as an aid in helping counselors grow and mature,



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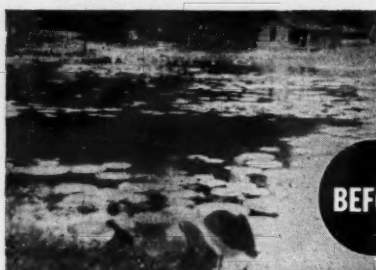
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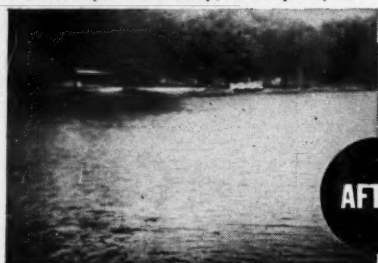
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and Marjorie Reynolds**  
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Foods and Nutrition  
Cornell University*

**WHY DO YOU** serve food at camp? We hope your aim is higher than just to give campers enough calories to provide energy for the day's activities. The food you serve should provide the nutrients your campers and staff need to maintain health and to permit the children to grow normally.

Carbohydrates, proteins, fats, vitamins and minerals are the nutrients needed by children to develop new tissue during growth. This growth comes in spurts. The preadolescent child grows slowly but when he eats he is preparing for the rapid spurt in height and weight that will come during his adolescent years. You may have noticed that some preadolescent children store energy in the form of fat in preparation for their rapid growth during adolescence. Adolescent girls usually begin their growth spurt before boys, but boys grow taller and continue to grow for a longer period than do girls. A rapidly growing boy may add as much as four inches to his height and 15 pounds to his weight in one year!

A child's pattern of growth is highly individual and so is his need for nutrients. Children must develop good food habits if they are to get the nutrients they need. They come to camp with well-established food habits that

Feel

## Food Needs

*Plan your camp menus to include needed nutrients for health and growth*

are hard to change. You cannot expect to change completely a child's way of eating during the short time he is at camp, but you should welcome the change to help him improve his food habits by serving him nutritious well-prepared foods in a social setting where he can relax and enjoy eating.

Strive to make meals interesting by planning the menu carefully, preparing the food well and serving it in attractive surroundings. Don't be restricted by traditional menu patterns. Children may enjoy a change in the breakfast pattern, especially on overnight hikes. Breakfast need not consist of eggs, cereal and toast; a hamburger on a bun or a toasted cheese sandwich is a suitable substitute.

Fatigue is one of the common causes of poor appetite in preadolescent children. Active children will profit by a break in their activities mid-morning and mid-afternoon for a snack consisting of nutritious foods. Avoid snacks which carry only empty calories, i.e., calories without other nutrients. Fruit, fruit juice or milk and enriched bread or crackers are good snacks and, consumed two hours before a meal, will not interfere with the child's appetite but may help him avoid the fatigue which often causes emotional upsets and

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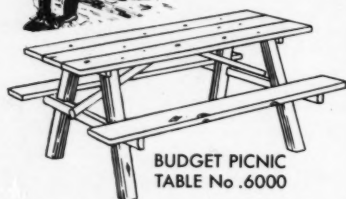
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poor appetite at meals.

In planning meals for preadolescent children, include the following every day:

Milk in each meal, preferably as a beverage but it may be used in milk puddings, cream soups and other cooked foods.

Another high protein food such as meat, fish, poultry, cheese or eggs in each meal. Vegetables high in protein such as dried peas, beans and lentils may be substituted occasionally.

Vegetables and fruits: four or more servings a day. Include a dark green or deep yellow vegetable at least three times a week, a citrus fruit or other fruit or vegetable high in vitamin C every day, and other fruits and vegetables including potatoes.

Three to four servings of whole grain or enriched cereals or breads.

Mildly sweetened desserts which contain milk, eggs, or fruit or a combination of these ingredients.

### Snacks for Adolescents

Adolescents need more than three meals a day, especially while they are growing most rapidly. It is very difficult for the adolescent to get enough calories and other nutrients for his rapid growth in just the food he can eat at meals. Just as with younger children, the adolescent's between-meal snacks should consist of food containing nutrients other than just calories.

Adolescent boys are more likely to make a better selection of food than girls of the same age simply because boys' appetites are greater, but even they may not get enough vitamin C. A girl's appetite will vary greatly from day to day. She is more apt to like fruits and salads and thus get enough vitamin C, but her intake may be low in protein and iron. Both boys and girls may neglect food containing calcium, iron, vitamin A, and riboflavin.

### Increase Amounts of Food

The adolescent will get some vitamin C from potatoes and other fruits and vegetables. However, his needs are so great that he may have difficulty getting the amount recommended for adolescents by the National Research Council unless he eats liberal amounts of fruits and vegetables with special emphasis on citrus fruits and tomatoes.

The daily diet of the adolescent child should follow the same pattern as that for the preadolescent, but increased amounts of each food group should be given. The adolescent needs more protein, more vitamins and min-

erals and more calories than the pre-adolescent child. The increased needs of the teen-ager can be met by following the daily food pattern recommended for the preadolescent, but increasing amounts of each food group. An allowance of a quart or more of milk, larger servings of meat and other protein foods, and increased amounts of fruit, vegetables and cereal products will provide a good basis for adolescents' daily diet.

You may have wondered if you should use artificially fortified fruit

#### PLAN MEALS TO INCLUDE THE FOLLOWING EVERY DAY

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Three to four servings of whole grain or enriched cereals or breads.

Mildly sweetened desserts which contain milk, eggs, or fruit or a combination of these ingredients.

juices and fortified fruit drinks. Food processors are adding synthetic vitamin C to some of the non-citrus juices. Several synthetic fruit drinks are also available with added vitamin C. Since it is easy for children to consume enough vitamin C if they eat a citrus fruit or other fruit high in vitamin C daily, the use of artificially fortified juices and fruit drinks substituted for citrus fruit should be questioned.

Nutritionally, synthetic vitamin C is the same as the natural vitamin. Both have the same chemical formula and are used in the same way by the body. A synthetic vitamin (and this applies to all vitamins, not just vitamin C) differs from the natural vitamin only in that it has been made by man. However, before accepting artificially fortified foods as substitutes for natural sources of vitamins

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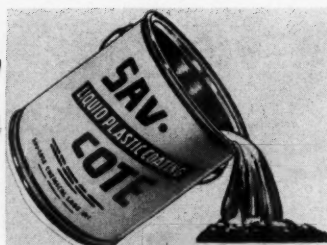
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### Fruit Drinks for Variety

However, before ignoring fortified juices and synthetic fruit drinks because of these disadvantages, it is wise to remember the benefits of the vitamin C enriched juices. They taste good and offer variety in the menu. And certainly such juices are a blessing for the person who strongly dislikes citrus fruits, or may not be able to eat them.

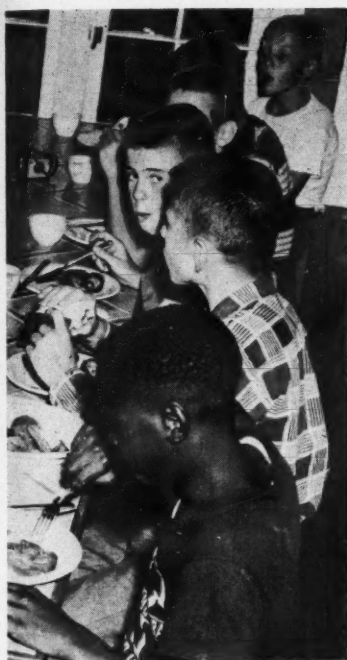
A few words of caution: Fruit juices and synthetic fruit drinks can

you should consider the following three things:

1. While milligram for milligram synthetic vitamins and natural ones are interchangeable, ounce for ounce, the fortified foods may supply a different amount of vitamins than the natural foods. For example, the amount of vitamin C added to non-citrus juices is of special importance. Labels on many cans give the vitamin content in percentage of Minimum Daily Requirement. These standards, established by the U. S. Food and Drug Administration for labeling and advertising purposes, are lower than the National Research Council's recommended allowances. The Minimum Daily Requirements (30 milligrams) for vitamin C is the amount necessary to prevent the deficiency disease, scurvy, and is far below the amount recommended by the National Research Council for maintenance of good health (60 to 75 milligrams for preadolescent children; 80 to 100 milligrams for adolescent girls and boys). Therefore, you can see that 100 percent of the Minimum Daily Requirement is actually only 50 percent or less of the amount nutritionists recommend. A final word on this matter of amount—most labels give the amounts of vitamin C furnished in terms of an 8 ounce glass of juice, while most people use only a 4 ounce serving. This information is not inaccurate but it may be misleading.

2. In addition to making sure that a fortified food is nutritionally comparable to a natural source, you should remember that not all foods are fortified. For example, if a synthetic fruit juice is used to furnish vitamin C, you must check to be sure that the brand you buy is suitably fortified.

3. A final consideration is that using an artificially fortified food does not teach sound principles of nutrition, but makes it appear that vitamin supplementation can substitute for a poor diet. We need to teach children to enjoy natural foods that are good for them.



—photo from Camp Channing

not replace milk in the diet. The fruit juices and synthetic fruit drinks fortified with vitamin C may have a place on your camp menu for between-meal snacks served with crackers or fruit, but you should not use these juices to replace milk at meals. Juices or fruit drinks fortified with nutrients other than vitamin C should not be used. The child who eats a well-balanced diet needs no vitamin supplements. Remember also that excessive amounts of some nutrients can cause toxic reactions. While an individual, child or adult, does not normally eat enough of any one food to consume excessive amounts of a nutrient, a child may easily drink enough of a synthetically fortified fruit juice or fruit drink to give him excessive amounts of the nutrients they contain. If the juice is fortified with vitamin C only, there is no danger because the excess above what the body needs is excreted in the urine. This is not true for some of the other nutrients added to some fortified juices.

Because in feeding children at a camp we are helping to establish lifelong food habits, it is wisest to offer your campers a wide variety of foods from the several food groups: milk and milk products; meats, fish, poultry and cheese; cereals and grain products; vegetables; and citrus fruits and other fruits. These will help campers develop good food habits and supply the nutrients they need for health and normal growth.

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But archery can become pretty dull—unless you have a program with fresh ideas and imaginative variations. As archery director at Camp Mohawk, I discovered several ideas for livening up an archery program—ideas that make archery one of the most popular activities at camp.

### Varied Targets

One of the easiest tricks for brightening your program is to vary the target. We found that one of the most popular targets was inflated balloons. Attached to the straw mat, balloons offer tempting and lively targets for all archers—young and old, beginners and experts. During one season more balloons were broken by random shots from the bows of beginners than by all the efforts of the more experienced archers in camp! We also found that balloon targets are a good idea for a booth at the camp fair.

Target faces painted with pictures of deer, mountain lions and other game animals offer an exciting variation from the standard five-ring face. These are available at most sporting goods shops.

## veCamp Archery

By Joseph H. Bloom  
Camp Mohawk-in-the-Berkshires  
Cheshire, Mass.

Other popular targets are paper cups, paper plates and paper bags. More difficult to hit than the large circular target, these variations appeal to the better archers.

A word about buying target faces—plastic and nylon-reinforced paper faces are more tear-resistant than plain paper faces and give longer service.

Target archery has variations, perhaps not as well known as the parent form, but certainly good ideas to spark your program. Have you ever heard of clout shooting or flight archery? In clout shooting, a target of large concentric circles is drawn on the ground with lime or chalk, and archers attempt to arc arrows into the target from a considerable distance away. Flight shooting requires a large unused area of cleared land. As the name implies, flight shooting is a contest to see how far you can shoot an arrow without any specific target. Just raise your bow, pull it back, and let go! But always remember, safety first; be sure you have a big enough (and safe enough) range.

### Field Archery

Field archery is one of the most popular forms of archery for advanced archers. Its unique aspect is the range. Instead of shooting at one target, set up in a cleared area, field archers shoot at a number of targets set up on a pre-determined course in natural terrain. The first target may be a short distance away from the



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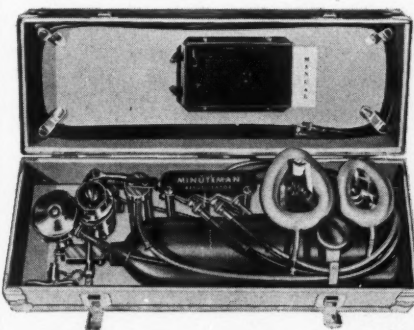
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starting point between rows of tall grass; the next may be placed in the fork of a tree some distance away; a third may be along the brook partially hidden by underbrush. Variations possible for a field archery course are almost limitless.

The standard target in field archery is a three-ringed face although faces with painted animal figures are often used. Arrows have a longer and more blunted head than in those used in target archery. Usually each target on the course may be fired at from several points of varying difficulty. For complete details on this exciting form of archery, including plans for setting up a field archery course, see the National Field Archery Association Handbook, available at most archery dealers.



*Printed targets, available for target or field shooting, give program lift.*

For those content to emphasize target archery, here are program ideas that you can use to good advantage. We had an archery achievement chart posted alongside the swimming and boating charts on the camp bulletin. The logical follow-up to this is an intra-camp archery tournament, much like a tennis tournament, arranged according to age brackets. Going one step further, why not schedule an inter-camp archery contest? Such a meet can be set up with little trouble and draws a lot of attention. And don't overlook archery during parents' week-end. We found that the campers are just as eager to show off their archery prowess as to exhibit their swimming skills and arts-and-crafts talents. One year we had so much interest that we devoted some time to teaching parents how to shoot, too, and quite successfully.

Archery is an activity for everybody—boys and girls, young and old. It can be a fascinating and lively program—just remember to keep your program interesting. Try some of these ideas and while you're at it, invent some of your own, too. Happy shooting!

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**CAMP DIRECTOR**—Girl Scout camp, 140 acre site, 64 campers. June 18-Aug. 6. Little Cloud Girl Scout Council, 210 Lincoln Building, Dubuque, Iowa. c

**CAMP GLENMERE FOR GIRLS**, Monterey, Mass., Tanglewood area has openings on staff for waterfront instructors (ARC), canoeing, sailing, head athletics, tennis, golf, fencing, arts & crafts, dramatics, tripping, pioneering and nature. Applicants 20 years or older with previous camping experience. Write Mrs. Sonny Winter, 215 West 92nd St., New York 25, N. Y. abc

**COUNSELORS**, Sailing, tennis, athletics, pioneering. Small coed camp. Boothbay, Maine. Lester Rhoads, 251-18 61st Ave., Little Neck 62, N. Y. labce

**EXPERIENCED GROUP LEADERS** and specialists for waterfront, athletics, pioneering, photography, journalism, crafts, dramatics, tennis, music, nature. Progressive coed camp. Gulliver, 151-15 85th Drive, Jamaica 32, N. Y. klabcde

**WAH-KON-DAH** in the Missouri Ozarks, nationally known coed camp, seeks swimming, WSI, Red Cross small crafts, tripping, riflery head, registered nurse, water skiing, nature lore, athletics, cabin counselors, square dancing, dramatics, mature unit directors, program specialists, high school teacher-coaches for good permanent summer connections. Students age limit 20, or college junior. Give complete background in first letter. Write Ben Kessler, 106 South Hanley Road, St. Louis 5, Missouri. labcd

### ASSISTANT HEAD COUNSELOR WATERFRONT DIRECTOR

Desire women at least 25 years of age plus with extensive camping and waterfront experience, capable assuming responsibility as assistant head counselor in charge of all waterfront activities. Must have previous supervisory experience as well as knowledge and skills in all phases of waterfront activity including sailing, canoeing, swimming instruction, synchronized swimming, water skiing, to supervise a staff of twenty eight waterfront counselors. Write fully giving complete background. Box 123. labcd

**PRIVATE JEWISH** coed camp in Laurens needs: unit heads, cabin counselors, specialists—sailing, tennis, tripping, program, kitchen steward. Apply with references. Pembina Camp, 4792 Victoria Ave., Montreal, Canada. abc

**CAMP LEONARD LEONORE, KENT, CONN.** needs MEN and WOMEN with camp experience who can teach skills, land and water sports, various crafts, tripping, cultural activities, group and activity heads. Salaries start at \$300.00 plus allowances. For an exciting experience at a wonderful private camp apply to us at Box 186, Lawrence, N. Y. abc

**CAMP SOMERSET** for girls in Maine has openings on staff for swimming instructors (ARC) athletics, tennis, tripping canoeing, sailing, golf, water skiing, riding, dramatics, riflery, fencing, crafts, music (piano), archery, general and assistant head counselors. Applicants must be 21 years of age with previous camp counseling experience. Salary range \$300 to \$575 depending upon experience, plus transportation allowance, clothing allowance etc. 190 campers and 70 staff. Write Allen Gramer, 300 Central Park West, New York 24, N. Y. labcd

### Help Wanted

**DIRECTOR** of canoe trip camp (boys 13-17) located near Ely, Minn. Period June 20 to August 24. Single or married. Must be experienced and mature with full knowledge of highest standards in tripping, campcraft, health and safety etc. Write qualifications and references to Camp Nebagamon, 7114 Washington, St. Louis 30, Mo. abc

**VERMONT GIRLS' CAMP** seeks staff for canoeing, sailing, water skiing, swimming, archery, golf, athletics, tennis, campcraft, arts and crafts, and painting. Salary commensurate with experience. Write Room 1897, 50 Broadway, N. Y. 4. bc

**COUNSELORS**, Private girls' camp in New Hampshire seeks head of arts and crafts department, sailing and tennis counselors. Write Box 153. bcd

**ESTABLISHED**, Jewish owned coed camp in western North Carolina's beautiful Smokey Mountain Nat'l Park has staff openings for the following: college students (over 19), graduates, faculty, division heads, waterfront, tennis, tripping, dance, music (songs and piano), drama, athletics, riflery, archery, nature, arts and crafts, fencing, boating, general, registered nurses, riding instructor. Excellent salaries. Must have had like experience. Write Box 139. tf

**CAMP FOR LITTLE PEOPLE** (ages 3-13) needs mature counselors, male, female, teachers preferred. Nurse, specialties, general. Write Jug Hill, P. O. Staatsburg, N. Y. abcd

**COUNSELORS:** Northern Wisconsin Girls' Camp. Counselors engaged for ability to live happily with campers as cabin counselors. Following program skills important but secondary: canoeing, sailing, tripping, swimming, riding, tennis, crafts, land sports, music, dramatics, riflery. 20 years or older, one year of college. Contact Miss Rosalie Giffhorn, Program Director, 313 South 54th St., Lincoln 10, Nebraska. bc

### PROGRAM DIRECTOR or WATERFRONT HEAD

for small coed camp (Vermont) with tremendous growth potential. Must have minimum following of 25 for four-figure salary. Educational background and references required. Write Box 137. abc

**OPENINGS** available at New England boys' camp for men to head crafts and dramatics departments. Openings also available to general staff with ability in wrestling, boxing, tennis, tripping, nature. Only college sophomores considered. Write Box 114. klabc

**HEAD ACTIVITY COUNSELORS:** Northern Wisconsin Girls Camp. Experienced teachers to organize and teach arts and crafts, tennis and riding. 21 years or older. Contact Miss Rosalie Giffhorn, Program Director, 313 South 54th St., Lincoln 10, Nebraska. bc

**COUNSELORS:** General and specialties (golf, tennis, crafts, dance, water ski, swimming, camping, etc.) Outstanding traditional brother-sister camp on 300 wooded acres in the Berkshires. Clientele and staff from all over U. S. Write Box 126. bc

**CAMP ROBIN HOOD (34th Season)** Situated Center Ossipee, N. H., White Mountain area. Openings for sincere, responsible staff men for guidance and instruction of campers (boys 7-16) in athletics, sailing, water skiing, golf, riflery, archery, tennis, music, shortwave, nature, photography, crafts, dramatics, art, tripping, all maintained at highest level with finest facilities. Salaries amply commensurate with qualifications. Staffing in progress NOW. Age 20 plus. Write Andrew N. Friedman, 30 Eastchester Road, New Rochelle, N. Y. abcd

### Help Wanted

#### SUMMER IN MAINE

Counselor positions available. Young women. Swimming, canoeing, boating, tennis, field sports, archery, arts and crafts, dramatics, dancing, music, nursing, camp crafts, typing. Applicants must be over 19 years of age. Previous camp experience desirable. Special preference: Red Cross instructors. Write J. A. Baer, 2701 Manhattan Ave., Baltimore 15, Md. labce

**VERMONT GIRLS' CAMP:** Must be at least a college sophomore. Arts and crafts, dance, drama, campcraft, photography. Physical education majors for athletics, tennis and waterfront. WSI also required for small craft, swimming, tripping and water skiing. Write Mrs. D. Dell, 315 West End Ave., New York 23, N. Y. bc

**AGENCY CAMP**—Unit directors, waterfront personnel, counselors, male and female. Camps Indiana and Wisconsin. Opportunity to work with youngsters from varying backgrounds. Qualified supervision to help you. A real learning experience. Chicago Boys' Clubs, 2950 W. 25th St., Chicago 23, Ill. bc

**UNIT LEADERS** over 21 and nurse wanted: camp located on mountain lake in Northeast Washington. Write Columbia Basin Girl Scout Council, 506 McKenzie, Richland, Washington. c

**EXPERIENCED COOK** capable of planning meals and purchasing food for small private girls' camp in the Finger Lakes region central New York. Modern kitchen. Write Box 160. cd

**CAMP DIRECTOR**, business manager, trip leader, unit leaders and assistants. Spruce Ridge in Adirondack Mountains and Hoover in Finger Lakes region. Onondaga Council Girl Scouts, Inc., 107 James St., Syracuse 2, New York. c

### RAQUETTE LAKE GIRLS CAMP ADIRONDACKS

Positions for upper class students and faculty in tennis, golf, archery, waterfront, (WSI), skiing, sailing and tripping. Interesting program and salaries. Brother camp across the lake. Write Lee Krinsky, 966 East 23rd St., Brooklyn 10, N. Y. bc

**JAYSON CAMPS, MONTEREY, MASS.** MEN AND WOMEN: Division Leaders, tennis, waterfront directors, water skiing, small craft, pioneering, riflery, archery, pianist (play popular by ear, expert transposing), phys-ed majors. Write Box 876, Greenwich, Conn. bc

**COUNSELORS WITH FOLLOWING** for top notch expanding Maine boys' camp. Good salaries, commissions and opportunity. Box 433, 1501 Broadway, New York 36, N. Y. c

**ESTABLISHED** Maine boys' camp with top facilities seeks counselors with professional interest in children. Athletics director, campcraft, canoeing, (boating), drama, golf, nature, photography, sailing, swimming, tennis, trips, water skiing. General, physician, secretary. Couples considered. Write Director, 21 Ria Drive, White Plains, N. Y. c

**PROGRAM DIRECTOR and COUNSELORS** WISCONSIN private girls' camp. Experienced. Send complete letter of information, references and photo. Write: 1430 Granville, Park Ridge, Ill. c

**COUNSELORS** Group leaders and specialists for private coed decentralized and group-centered camp in central Massachusetts. Mature men and women, over 21, previous experience teaching camping or group work. Couples without children acceptable. Write Box 127. abc

### Positions Wanted

**EXPERIENCED MALE CAMP DIRECTOR** INTERESTED IN POST WITH SMALL PROGRESSIVE CAMP NEAR NEW YORK METROPOLITAN AREA. EXTENSIVE WORK WITH ORGANIZATIONAL CAMPS AND COMMUNITY CENTERS. WRITE BOX NO. 155. bc

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**DIRECTOR-OWNER** of private school with camping background and experience desired active, long-term association in administrative or executive position. Write Box 145. abc

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## Positions Wanted

### HEAD COUNSELOR POSITION

wanted by college graduate, law student, 25, 10 years' experience in agency and private camps. Arnold Epstein, 36 Aldburn Road, Toronto, Ontario. c

**GRADUATING STUDENT** from Springfield College, 9 years' experience, married, 2 young children, desires year round position with private camp. Write Box 359, Springfield, Mass. c

**EDUCATOR** with 13 years' camping experience from counselor, head counselor, purchasing agent to owner-director desires seasonal or full time administrative position. Age 37, male, M. Ed. Write Box 261, Enfield, Conn. tf

## Camps for Sale

**1,200 CAMPS & SITES — \$15,000 & UP**  
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**CHILDREN'S CAMP**, Riverside County, Calif. Permanent accommodations for 60 children. Heated and filtered 60' x 22' pool. Dining and entertainment lodge can accommodate 200 people. Stables for horses. All this on 14 acres of land close to Palm Springs, Calif. For further information write to Lionel Lieberman, 5900 Van Nuys Blvd., Van Nuys, Calif. tf

**NORTHERN MINNESOTA camp** for sale. Lake. Attractive wooded areas. Excellent buildings. Suitable for camp or resort. Write Pillsbury Citizens Service, 320 16th Ave. South, Minneapolis 4, Minnesota. bcd

**WITH WHOM CAN YOU TALK**  
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**CAMP OR INSTITUTION — 700 acres**, 2 lakes, buildings, \$70,000. Camp, 150 acres, 9 acre lake, \$150,000. Hotel, 400 acres, 3 lakes, \$167,000. Farm & Home Realty, 69 Water St., Newton, N. J. c

## Camps for Sale or Lease

**CHILDREN'S CAMP PROPERTY** in southern Vermont. 100 acres. Good buildings, accommodate 100. Private lake. For sale or lease, or will consider proposal to put in use for mutual benefit. Write Box 157. bc

## Camps Wanted to Sell

### CAMP SALES SPECIALIST

If your camp is in Mich., Wisc., Minn., Jr Ill. and you have considered selling, please call COLLECT or write. I will make an appointment to see you, make a realistic evaluation of your camp, and discuss with you the possible sale in strict confidence. Call collect TY. 7-0333 or write A. J. Ditzik, Tyler Realty & Investment Co., 4760 Grand River, Detroit 8, Mich. tf

Address replies to classified ads as follows: Box No. ...., Camping Magazine, 1114 South Avenue, Plainfield, New Jersey.

## Business Opportunities

**TOP NOTCH MAINE boys' camp** seeks brother-sister association with girls' camp in the Sebago, Bridgton, Naples, Freyburg area. Box 434, 1501 Broadway, New York 36, N. Y. c

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## EQUIPMENT • SERVICES • SUPPLIES

In the 1961 Camp Buyers Guide Issue, Admiral Equipment Company's old address was printed in error. Admiral carries a complete line of kitchen and dining room equipment as well as beds, bedding and hundreds of other camp specials. They are listed under several headings in the Buying Sources' Section. To be sure of receiving a prompt reply when writing Admiral, please check the listings and change all addresses to: 100 Fifth Ave., New York 11. To receive copy of latest catalog describing their equipment circle 501 on coupon.

Sav-Cote liquid plastic finishes can be applied indoors or outdoors to wood, metal, canvas, masonry, plastic or leather. It is reported this all-purpose protective finish stops rust and rot, resists salt, acid, flame, weather, and doesn't peel, chip or crack. For further information circle 502 on coupon.

The Jackson Products Company's dishwashers are engineered to wash, rinse and sanitize up to 950 dishes per hour. Descriptive brochure describing the various models and many new features can be obtained by circling 503 on coupon.

In addition to carrying a complete line of pool maintenance equipment and supplies, Ocean Pool Supply Company has introduced a new self-inflating resuscitator. It is equipped with a non-rebreathing valve, and self-inflating bag for air. It is also available for oxygen-air mixture. For complete information on the Ocean Resuscitator and catalog of everything you need for beach and pool use, circle 504 on coupon.

"Archery for Everyone," a manual prepared by Ben Pearson, Inc., describes archery in its entirety so that you may adopt those portions of the

sport which will most satisfactorily suit your program. Circle 505 on coupon.

A new line of compact generating plants, The Trailite Line, has been announced by Thiel Industries, Inc. When power fails the switch to instant emergency power is accomplished by simply pulling the master switch and plugging in the generating plant to the nearest light receptacle. Send for information. Circle 506 on coupon.

The Wheateana Corporation will send you a brochure describing the method used to prepare Wheateana so



that the important nutrients, farina, bran and the wheat germ, are retained. It also supplies recipes for a variety of ways to use both leftover and uncooked Wheateana. Send for your copy. Circle 507 on coupon.

Stantex Corporation's complete line of sports equipment and camping supplies are described in their 1961 catalog. To receive your copy circle 508 on coupon.

Velva-Sheen Manufacturing Co. carries a complete line of campwear. Write for bulletin and information on how to receive a free T-shirt imprinted with your camp design. Circle 509 on coupon.

A folder describing their 4, 6 and 8 canoe capacity trailers is available from Alcraft Company. Circle 510 on coupon.

Rustic cedar camp furniture by Early American Fence Company is described in their free folder. To receive your copy circle 511 on coupon.

To obtain information on preserving and lengthening the life of the wooden structures around your camp write for free folder prepared by Carbolineum Wood Preserving Co. Their product is reported to lengthen the life of wood and stop termite destruction. It can be applied by spray, brush or quick dip. Circle 512 on coupon.

Use official NRA targets in your shooting program. Targets manufactured by National Target Co. are distributed under license from NRA. Send for catalog and order blank. Circle 513 on coupon.

For sanitation beyond the city water systems install indoor Smith System Odorless Chemical Toilets. For brochure containing information and installation plans circle 514 on coupon.

Plans for camp groups wishing to make canoe trips into Minnesota and Canadian wilderness areas will be arranged by Gunflint Northwoods Outfitters. To receive detailed information circle 515 on coupon.

Tents of all types can be ordered from Powers & Co. Send for descriptive folder. Circle 516 on coupon.

The Camp Service Division of Ad. Seidel and Son, Inc., will send to camp directors and dietitians, free samples of camp foods, portion control tables and product resume. Circle 517 on coupon.

The Kiki Board, manufactured by Polyco, Inc., is designed to be used as a teaching aid for beginning swimmers. It is made of flexible polyethylene foam, which is soft and resilient so as not to injure swimmers, but is also reported to be extremely durable. For further information circle 518 on coupon.

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Circle numbers for more information  
on products mentioned above

501	507	513
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505	511	517
506	512	518

Print name and address clearly,  
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Camp .....

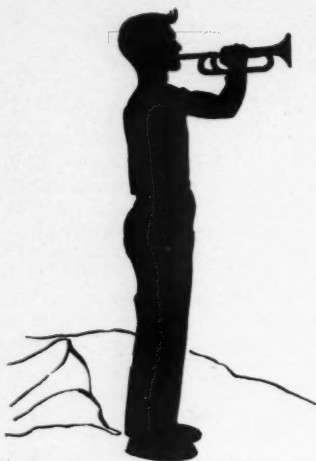
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## AFTER TAPS

*... the time when directors, leaders, and counselors recall the successes and failures of the day, plan to make tomorrow a better day, and think about the opportunities — seized and missed — of this wonderful thing called camping.*

## Winds of Change

By Scotty Washburn

*The following preface, given by Scotty Washburn, Chairman of ACA's Region VII, at the Asilomar Convention, reflects the dedication of all those who attend ACA conventions.*

To assemble once again is a treasured experience for many of us. Let us renew ourselves and plan for the future of our camping movement. Let us sharpen our thinking and skills with the facts, ideas, and philosophies that will be ours to share.

As in no other time in history we are faced with a challenge so ably expressed by Harold MacMillan, Prime Minister of Great Britain, when speaking on Africa . . .

"The wind of change is blowing through the continent. We have seen the awakening of national consciousness in people who for centuries lived in dependence on some other power . . ."

I paraphrase this for our camping movement . . .

"The winds of change are blowing today and we are being called to lift our sails and venture into largely uncharted seas . . ."

Too many times we express self-centeredness in our relationship to our Association. We say "what can ACA do for me and my camp?" To answer this we can readily outline those direct and tangible benefits such as this very Conference; the opportunity to acquire specific skills such as campercraft certification; the development and implementation of the Standards program; and the numerous services provided by the local Sections.

Let us now develop the broad perspective of the Association, the intangibles . . .

1. In a day and age when our social values are being undermined, ACA points the way to strengthening our ideals.

2. With a keen concern for a sound education of American youth we stand ready to meet our obligations as this concern relates to camping.

3. With a growing amount of leisure time and the development of the "fun" concept of recreation, we need to re-emphasize our goals of spiritual, social and mental development.

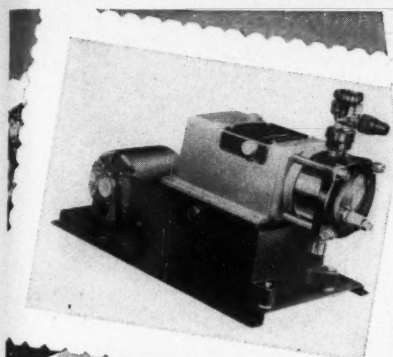
4. As we see 12 million American families go camping, there is a great need to stress the importance of the "peer level" camp experience.

5. As we look ahead to the complexities of society with some 250 million people within the next 20 years, we must build a sound liaison with regulatory and legislative bodies.

It is for these reasons that we must continue to build an aggressive, dynamic, and growing ACA to provide the enlightened leadership as we "set sail in winds of change."

We are primarily an organization of volunteer workers. ACA demands the time and talents of each of you. Albert Schweitzer has stated:

"You must give some time to your fellow man. Even if it's a little thing, do something for those who have need of help, something for which you get no pay but the privilege of doing it. For remember, you don't live in a world all your own. Your brothers are here too."



Hi Mom! Camp life's swell.

Boy! life is great here. We're always doing something. Always thirsty, too, but the water is clean, tasty, and safe.

The counselor showed us the Wet chlorination equipment that makes the drinking water safe. He says the water is as pure as our city water. This equipment is also used for the treatment of sewage waste. It keeps the lake safe from pollution.

The counselor said the Wet equipment is inexpensive to operate, dependable and gives accurate round-the-clock protection. He says it's rugged and never rusts. It sure looks like it can run forever.

Well, I have to end now. The weather is hot, so we're going in for a dip before supper.

*George*

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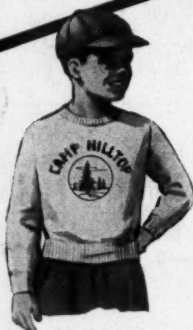
Style 884QS. Youth Sizes: 6 — 16.	
Quantity	Price
1-3 doz. ....	\$10.80 doz.
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